Français inclusif: An Interactive Textbook for French 101

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BOISE, IDAHO

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One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=4#audio-4-1

Audio recording from Forvo.com

Bienvenue ! Welcome to your textbook for French 101. This textbook provides an easy way for you to study the vocabulary and grammar for each module, while providing interactive exercises to practice and apply what you've learned.

What will we cover?

This *Français inclusif* title is comprised of four **Modules** made up of **3-5 parts.** Most parts contain the following:

- **Le vocabulaire** (Vocabulary)
- **Explication de grammaire** (Grammar explanation)
- **Les exercices** (You will complete these for practice as part of your weekly homework assignments)

Modules also contain an **introduction page** with learning objectives, a **cultural reflection assignmen**t, a **presentational speaking and/or writing assessment**, and **Allez plus Loin** (Go further) page which contains additional content.

View the title and learning outcomes for each module below:

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=4#h5p-212

2023 Open Education Award Finalists

Every year the **Open Education Awards for Excellence** recognizes outstanding contributions in the Open Education community, recognizing exemplary individuals, distinctive Open Educational Resources, and innovative Open Practices from around the world. This year they received over 174 nominations across 16 award categories.

We're delighted to share with you that **Boise State's *Français inclusif*** is featured on the shortlist of finalists in the category of "How We Share: Open Reuse / Remix / Adaptation!" Please check out the other nominees as well, there are some fantastic projects and folks featured this year!

View the shortlist of finalists

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Shortlist

Acknowledgements

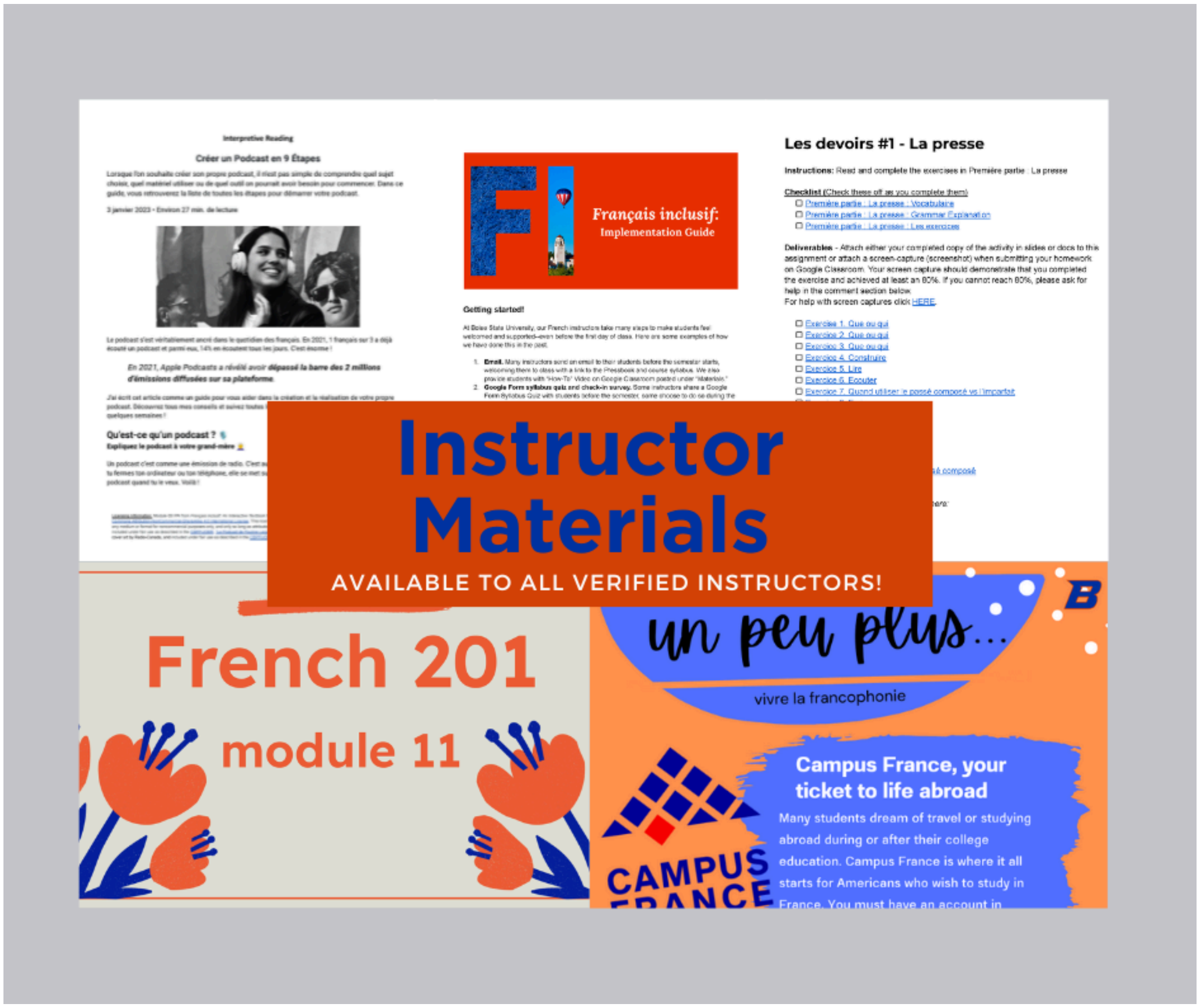
We would like to extend a sincere thank you to the financial support we've received from campus partners including Boise State Concurrent Enrollment, the Center for Teaching and Learning, the College of Arts and Sciences, and the Department of World Languages. This work would not be possible without you!

Note for Instructors Outside of Boise State

This workbook is a collection of original and remixed material from
Français interactif (FI) created by the Center for Open Educational Resource for Language Learning (COERLL).
Our work builds on the great foundation provided by FI and adds the following:

- Interactive exercises including many self-graded activities
- Additional exercises and localized examples
- New visuals including photos, illustrations, infographics, and videos
- Expanded representation of the French-speaking world
- IPA-style assessments for the three modes: Interpretive, Interpersonal and Presentational
- Homework checklists and in-class slide decks
- Interactive cultural reflection assignments at the end of each module

How to Access Instructor Materials


Instructor Materials
AVAILABLE TO ALL VERIFIED INSTRUCTORS!
Français inclusif: Implementation Guide
Les devoirs #1 - La presse
Créer un Podcast en 9 Étapes
French 201
module 11
un peu plus…
vivre la francophonie
Campus France, your ticket to life abroad
CAMPUS FRANCE

If you are an instructor outside of Boise State University and interested in using our materials in your course, kindly complete the form below. We would be glad to share our **implementation guide, sample syllabus, cultural reflections, homework checklists, slide decks**, and **module assessments** with you. If you would like to make a copy of Français inclusif that you can customize for your classroom, please review these "Clone a Book" instructions from Pressbooks.

Materials will be shared with instructors during the normal academic year, late August to the beginning of May. Requests outside this time frame may be delayed.

An interactive H5P element has been excluded from this version of the text. You can view it

online here:
https://boisestate.pressbooks.pub/french101/?p=4#h5p-198

French at Boise State

Anabella Antonucci – Boise State University

Why Study French?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1215#oembed-1

- "The skills I picked up [studying French] were not only relevant to the business world; they've been absolutely critical in building my career."
  – "My BA in French Made Me the Tech CEO I am Today"
- "Data suggests that [the] French language just might be the language of the future."
  – "Want to Know the Language of the Future? The Data Suggests it Could be French"
- "Much of sub-Saharan Africa is French speaking, making international opportunities for French speakers even more numerous."

– “These 5 Languages Will Help You to Stand Out the Most“

- “[French] can enhance your enjoyment of art, history, literature and food, while giving you an important tool in business.”
  – “Which is the Best Language to Learn“
- “It is a language of international diplomacy, a global business language, and a top language of the internet.”
  – “Why French?“

Useful Expressions

Français	Anglais	L'registrement
J'ai une question.	I have a question.	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-1*
Je ne comprends pas.	I don't understand.	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-2*
Je ne sais pas.	I don't know.	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-3*
J'oublie.	I forget.	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-4*
Répétez, s'il vous plaît.	Repeat, please (formal).	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-5*
Répète, s'il te plaît.	Repeat, please (informal).	

Français	Anglais	L'registrement
Parlez plus lentement.	Speak more slowly (formal).	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-6*
Parle plus lentement.	Speak more slowly (informal).	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-7*
Parlez plus fort.	Speak more loudly (formal).	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-8*
Parle plus fort.	Speak more loudly (informal).	
Je n'ai pas entendu.	I didn't hear.	
Comment dit-on " " en français ?	How do you say " " in French?	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-9*
Qu'est-ce que " " veut dire ?	What does " " mean?	
Écrivez, s'il vous plaît.	Write (it), please.	

Français	Anglais	L'registrement
À vos souhaits / À tes souhaits.	[after someone sneezes]	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-10* *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-11*
J'ai fait une erreur.	I made a mistake.	
Je plaisante !	I'm kidding!	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-12*
J'aime le français !	I love French!	
Écoutez / Écoutons.	Listen / Let's listen.	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-13* *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-14*

Français	Anglais	L'registrement
Lisez / Lisons.	Read / Let's read.	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-15* *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-16*
Regardez / Regardons.	Watch / Let's watch.	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-17* *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-18*

Français	Anglais	L'registrement
Faites / Faisons.	Do / Let's do .	*One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-19* *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1380#audio-1380-20*
Vous avez des questions ?	Do you have any questions?	
C'est à gauche / à droite.	It's on the left / on the right.	
C'est en haut (en bas, au milieu).	It's at the top (bottom, middle).	

Phrases derived from Salt Lake Community College French 1010 Materials.
Recordings from Forvo.com.

How to Type French Accents on Your Computer

Photo via Pexels

PC users:

How to Type French Accents on a PC

Modified from https://www.fluentu.com/blog/french/type-french-accents/

Part 1

- *Hold the control [ctrl] key down while you make the first stroke. Nothing will appear on your document.*
- *Now release ctrl and hit the letter that needs the accent. Voilà!*

Accent	***Keyboard Strokes***	***Note***
l’accent aigü *Use the apostrophe key.*	*é* = ‘ then e	*É* *Use the shift key when you hit the* ***e*** *to get a capital letter.*
l’accent grave *Use the ` key near the top, at the far left.*	*à* = ` then a	*À* *Again, use the shift key when you hit the* ***a*** *for a capital letter.*
è = ` then e	*Same*	
ù = ` then u	*Same*	
la cédille *Use the comma key.*	ç = , then c	*Same*

Part 2

- *For these accents, <u>hold the control [ctrl] key and the shift key down</u> while you make the first stoke. Nothing will appear on your document.*
- *Now release them and hit the letter that needs the accent. Voilà!*

Accent	***Keyboard Strokes***	***Note***
l’accent circonflexe *Use the 6 key. You see ^ above the 6; that’s why you hold both ctrl + shift to get this accent.*	*â* = ^ then a	*Â* *You can easily make capitals for these letters/ accents as well. Just hold the shift key when you type the letter you want.*
ê = ^ then e		
î = ^ then i		
ô = ^ then o		
û = ^ then u		
le tréma *Use the colon key.*	*ë* = : then e	*Same*
ï = : then i		
ü = : then u		
“l’e dans l’o” *Use the 7 key. You see & above the 7; hold both ctrl + shift to get this exotic letter (which doesn’t show up that often, fyi).*	œ = *&* then *o*	*Same*

How to Type French Accents on a Mac

- *<u>Hold the alt key down while you make the first stroke.</u> Nothing will appear on your document.*
- *Now release ctrl and hit the letter that needs the accent. Voilà!*

Accent	***Keyboard Strokes***	***Note***
l'accent aigü *Use the e key.*	*é* = e then e	*É* *Use the shift key when you hit the e to get a capital letter.*
l'accent grave *Use the ` key near the top, at the far left.*	*à* = ` then a	*À* *Again, use the shift key when you hit the* ***a*** *for a capital letter.*
è = ` then e	*Same*	
ù = ` then u	*Same*	
la cédille *Use the c key.*	ç = c then c	*Same*
l'accent circonflexe *Use the i key.*	*â* = i then a	*Â* *You can easily make capitals for these letters/accents as well. Just hold the shift key when you type the letter you want.*
ê = i then e		
î = i then i		
ô = i then o		
û = i then u		
le tréma *Use the u key*	*ë* = u then e	*Same*
ï = u then i		
ü = u then u		
"l'e dans l'o" *Use the q key.*	*œ = q* then *o*	*Same*

Mac users:

- Additional Method: Press and hold to add an accent mark

When all else fails, in Word, PowerPoint, and Google Docs:

Go to the "insert" tab and choose "symbol." The letter/accent you want will be there!

Typing French Accents on Your Keyboard- PC / Mac

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How to Type French Accents on a Phone:

Touch the letter key and keep your finger there lightly. You'll get choices for the letter, each with different accents. Move your finger to the one you want and release.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=28#oembed-2

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=28#oembed-3

Tutorial based on document and videos shared via Salt Lake Community College Canvas Course.

Acknowledgements and Attribution

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Thank you to the following OER Creators!

This book would not be possible without the incredible work of COERLL and their OER text, Français interactif. We are very grateful to have this foundational curriculum to build upon and remix.

We also wish to express our gratitude to Salt Lake Community College for providing their French 101 curriculum to remix and Gretchen Angelo, author of Liberté.

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Audio recordings for the grammar section come from Francais interactif or are original recordings from our team that have been localized for Idaho students.

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Français inclusif Curricular Table of Contents

View the Table of Contents in a New Window

Title	Essential Question	Can-Do Statements, I can…	Vocabulary Themes	Grammar Topics
Module 01: Bonjour!	*How can I interact with others from francophone cultures?*	- greet someone and ask how they are - introduce myself (or someone else) - tell someone what I study (or what someone else studies) - describe a classroom - tell someone where I am from (or where someone else is from) - spell my name - readily recognize and use the numbers from 1 to 69 - tell someone the date of my birthday - say good-bye to someone	les salutations, les números, la salle de classe	Pronoms personnels sujets / Subject Pronouns, Le verbe “être” / The Verb “to be”, Gender / genre: masculin, féminin, L’alphabet et la phonétique, les nūmeros, Introduction aux noms / Introduction to Nouns, Les articles définis/ Determiners: Definite Articles, Les articles indéfinis / Determiners: Indefinite Articles, “Voilà” vs “il y a” / “There is” and “There are”
Module 02: Me voici!	*How does my university experience compare and contrast to students from francophone cultures?*	- ask questions to gather information about someone else - describe my family - name the days of the week - name the months of the year - tell someone about my nationality, and the nationalities of others - talk about my pastime(s) - talk about my family members’ pastime(s) - tell what my family members do (professions, studies, etc.) - talk about pastimes that I do not like - tell time (in official and non-official time)	l'identité / les questions personnelles, la famille et les amis, les passe-temps, l'heure	le verbe avoir, forming questions, basic negation, la nationalité, possessive determiners, introduction to adjectives, placement of adjectives, introduction aux adverbes, expressions avec avoir, verbes (ER), l'heure

Title	Essential Question	Can-Do Statements, I can...	Vocabulary Themes	Grammar Topics
Module 03: Les vacances	*How do people from Francophone cultures take time away from their busy lives to relax and explore the world?*	- talk about the weather - discuss which season I prefer and why - discuss a French-speaking destination I would like to visit and why - talk about where I like to go and what I like to do on vacation - tell someone about my favorite pastimes and activities - tell someone what types of activities one can enjoy in different types of weather, and in various places - tell someone what I generally do on the weekends - tell someone what I am going to do next weekend	le temps / les saisons / les chiffres 70 à 100, la géographie / les points cardinaux, les activités, L'Hexagone et les destinations francophones	le verbe faire, la météo, prépositions géographiques, les points cardinaux, au vs. dans, carte vs. plan, le verbe aller, le futur proche, les verbes, verbs in -ER stem changing
Module 04: L'identité	*How do we describe people and daily routines?*	- give a physical description of myself and others - describe my personality and the personality of others - describe my daily routine, or typical day - compare and contrast someone's daily activities with my own - list ideal traits for roles like a roommate, travel partner, study buddy, running partner, etc.	le portrait physique, les personnalités, la routine quotidienne	les couleurs et les adjectifs, les articles définis, le portrait physique – avoir, les pronoms non-binaires, adjectives to describe personality, irregular adjective patterns, BANGS – adjective placement, c'est vs. il/elle/iel est, la comparaison, des verbes pronominaux

Title	Essential Question	Can-Do Statements, I can…	Vocabulary Themes	Grammar Topics
Module 05: Bon appétit!	*Where do Francophones buy their food and how do they like it prepared?*	- say what I (or someone else) have for each meal of the day - say which food or drinks I (or someone else) like and/or don't like - say which food or drinks I (or someone else) eat and/or drink often - say which food or drinks I (or someone else) don't or never eat and/or drink - identify popular foods eaten by Francophones - express quantities - ask questions on a variety of topics	achetons de la nourriture!, au café/ au restaurant, l'art de la table	partitive articles, expressions of quantity, questions with subject/verb inversion, le verbe prendre – to take (irregular verb), -ir verbs (regular) present tense, boire, croire, voir, interrogative words: où, quand, comment…,
Module 06: La ville	*What is life like in three Francophone cities?*	- find my way in a city - describe the location of various places in a city - describe places in 3 Francophone cities (Montréal, Dakar and Pau) - say what I (or someone else) did on a past day/past weekend - say what I (or someone else) did during a trip - ask for and give directions in a new city	Montréal, Dakar, se déplacer à Pau	Regular -re verbs, contractions of à and de with definite articles, demonstrative determiners, uses of the passé composé, formation of the passé composé, negation of the passé composé, the passé composé with être, irregular past participles, review of -ER and -RE verb conjugations, nombres ordinaux,
Module 07: Les fêtes	*What are some French and Francophone holidays and traditions?*	- talk about my favorite holiday(s) - talk about French and Francophone holidays and traditions - answer questions using object pronouns - say what I (or someone) used to do at a certain period of life - talk about childhood memories	le printemps et l'été, l'automne, l'hiver	imparfait – formation, imparfait – idiomatic uses, direct object pronouns – forms and uses, direct object pronouns, placement, direct object pronouns – agreement with the past participle, indirect object pronouns

Title	**Essential Question**	**Can-Do Statements, I can…**	**Vocabulary Themes**	**Grammar Topics**
Module 08: Chez moi	*What makes a home?*	- describe where I live - describe a few characteristics of homes in francophone countries - give people simple commands - talk about my daily routine in the past - talk about household chores, what I do or do not like to do	à la maison, des tâches ménagères, la fête	adjectives to describe a home, the pronoun y, les pronoms toniques & "chez", formation of the imperative, irregular imperatives, imperative of pronominal verbs, negative commands, pronoun object with imperative, formation of the imperative, irregular imperatives, imperative of pronominal verbs, negative commands, pronoun object with imperative, passé composé of pronominal verbs, the pronoun "en"
Module 09: Les Médias et communications	*How do you communicate and stay in touch with others?*	- talk about my communication preferences - talk about the frequency with which I access media - talk about how I communicate with others using digital tools - narrate a simple story in the past - summarize the plot of a show, movie or episode I consumed	la presse, la télévision et la radio, les réseaux sociaux	relative pronouns que et qui, lire – to read, narration: passé composé vs. imparfait, nuances of negation, le verbe dire, narrating things in the past, irregular verb: écrire
Module 10: Mode, forme, et santé	*What do you do to stay healthy?*	- talk about my health and well being - talk about hobbies I (or others) do to maintain health and well being - describe clothing and various styles of dress - ask a variety of questions to obtain simple information (what, who, why, when, where, etc.)	les vêtements, la Santé et le bien-être, les passe-temps	mettre, impersonal expressions with weather, vouloir, impersonal verbs and expressions, interrogative pronouns, le verbe devoir, disjunctive pronouns, le verbe pouvoir

Title	Essential Question	Can-Do Statements, I can…	Vocabulary Themes	Grammar Topics
Module 11: Les études	*What am I studying and why?*	- talk about my education and life at Boise State. - talk about Francophone schools universities. - talk about things I or others need to do. - give simple advice on familiar topics (courses, study habit, university life, etc.). - talk about what I or others will do in the future.	A Nantes, Au Québec, En Guyane	le futur simple (formation), le futur simple (uses), savoir vs. connaître, irregular -re: suivre, irregular futur: être et les autres, irregular -re: vivre, irregular futur: avoir, irregular futur: verbs with spelling changes
Module 12: La vie professionnelle	*Where might my professional path take me?*	- talk about professions - talk about working conditions in various Francophone countries - talk about the most important and least important skills for the workplace - make simple comparisons about potential jobs - discuss the best and worst places to work - talk about my future career plan and goals - form hypotheses about my future	le monde du travail, les métiers, les compétences	le conditionnel, si clauses with the conditional, les verbes du monde du travail, bon/bien, meilleur/mieux, aussi bon, aussi, bien, le meilleur, le mieux – superlative forms, adverbs: formation and placement, comparative and superlative of adverbs

Title	Essential Question	Can-Do Statements, I can…	Vocabulary Themes	Grammar Topics
Module 13: L'amour et l'argent	*What are the roles of money and love in our daily lives and how do we balance them to meet our needs?*	-make a budget for myself and others - talk about relationships - find a place a live using francophone resources - understand the main elements of a lease - talk about my ideal partner and friends - understand budget advice - talk about what I would/could/should do in a variety of situations - collaborate with others using technology to create budgeting resources	l'argent, le nid, l'amour et l'amitié	review : le conditionnel – formation, le conditionnel – irregular "stems", review : le futur simple

Title	Essential Question	Can-Do Statements, I can…	Vocabulary Themes	Grammar Topics
Module 14: Les voyages et les transports	*How do people in the Francophone World travel and get around?*	- explain a problem related to my car or bike - research and purchase a plane ticket from a variety of vendors - interact with others to meet my needs when resolving travel complications - complete an application for a variety of transportation passes - find and take a train to a specific destination - organize public transportation for short distances - understand a voice message about changes to my transportation - choose environmentally responsible travel - plan a volunteer exchange while traveling in a Francophone country - discuss the impact of sustainable transportation and travel - give travel advice	les transports, se déplacer en ville, découvrir le monde	le subjonctif, le subjonctif – irregulier, comparative of nouns, superlative of nouns, irregular subjunctive – “faire” and “conduire”, le conditionnel passé, plus-que-parfait, si clauses + PQP

Title	Essential Question	Can-Do Statements, I can...	Vocabulary Themes	Grammar Topics
Module 15: La planète	*How can we protect our planet?*	- understand how natural disasters impact people and our planet. - advise someone on how to prepare for extreme weather. - talk about factors that influence climate change. - give a basic description of the science behind climate change. - talk about what needs to be done to combat climate issues. - make an argument for change. - understand how humans and their activities affect our climate. - compare the ways in which different countries address climate change. - talk about actions that improve the health of our planet.	La planète qui change, notre empreinte, espoir pour l'avenir	le subjonctif – irregular formations, le subjonctif – obligation, le subjonctif – other expressionsle conditionnel passé, relative pronouns – que and qui – review, relative pronoun – dont, relative pronoun – où, interrogative pronoun and relative pronoun – lequel, subjunctive usage: obligation, subjunctive usage: doubt and uncertainty, subjunctive usage: will, emotion, and desire, conjunctions that take the subjunctive

Title	Essential Question	Can-Do Statements, I can...	Vocabulary Themes	Grammar Topics
Module 16: L'art et l'expression	*How is art created and perceived in the Francophone world?*	- talk about my opinion on art - compare and contrast different works of art - in my own and other cultures, I can compare how traditions and events influence music and art - talk about similarities and differences between art and music festivals with a peer (from another culture) - in my own and other cultures I can tell why people think differently about entertainment, social media and literature - compare video game preferences with a peer in the target culture - talk about the art products that I consume and why - talk about how the arts influence my life	Les arts numériques, arts visuels, le spectacle	Conjunctions that take the subjunctive, Past subjunctive, Ways to avoid the subjunctive, ce qui, ce que ce dont, ce + preposition + quoi, Le discours direct, Le discours indirect, Le temps en français

MODULE 01: BONJOUR!

Bonjour!

How can I interact with others from francophone cultures?

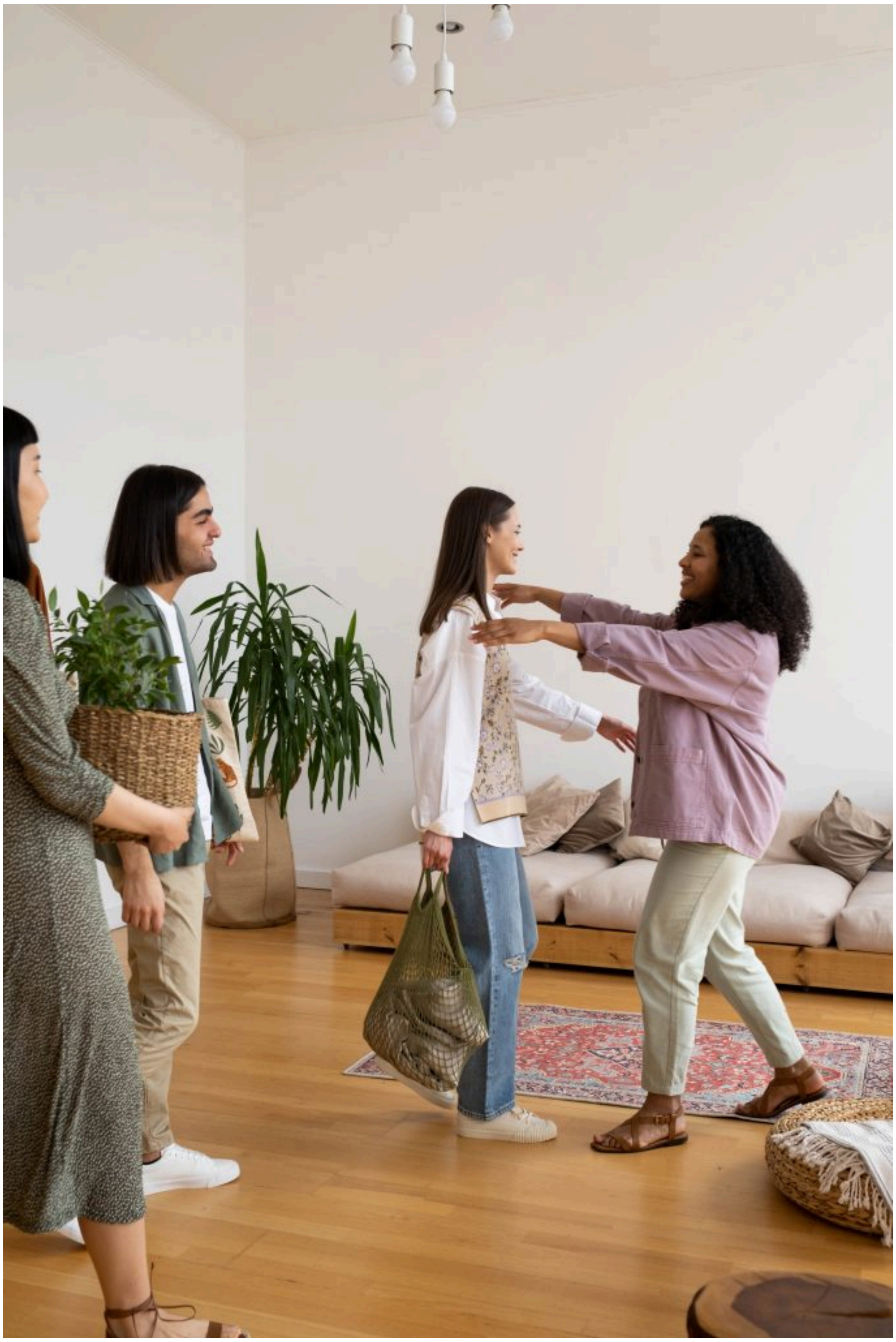

Photo by Ron Lach

Module 1 Learning Outcomes:

I can…

1. greet someone and ask how they are
2. introduce myself (or someone else)
3. tell someone what I study (or what someone else studies)
4. describe a classroom
5. tell someone where I am from (or where someone else is from)
6. spell my name
7. readily recognize and use the numbers from 1 to 69
8. tell someone the date of my birthday
9. say good-bye to someone

Interpretive: Read student biographies from Francophone countries and answer corresponding comprehension questions.

Interpersonal: Introduce yourself and your classmates to international students studying at Boise State. You will also share a bit about yourself.

Presentational: Write a short biography about yourself to be posted on the International Student Services website. You will also record your biography as a video to be shared on social media.

21st Century Skills:

- Familiarize yourself with and utilize tools for this course such as Pressbooks and Vocaroo.
- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.

Première Partie: Les salutations, le vocabulaire

Le
Vocabulaire

Photo by Kampus Production

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

L'alphabet

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=32#oembed-1

L’alphabet phonétique

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=32#h5p-217

Le vocabulaire

Monsieur	Sir/Mr
Madame	Ma'am (Ms/Mrs)
Mademoiselle	Miss
Bonjour, Monsieur	Good day (Hello), Sir
Bonsoir	Good evening
Au revoir	Goodbye
Salut !	Hi!
À tout à l'heure !	See you in a little while
À ce soir	See you this evening
À demain	See you tomorrow
À bientôt	See you soon
Comment vous appelez-vous ?	What's your name? (formal)
Comment tu t'appelles ? (Comment t'appelles-tu?)	What's your name? (informal)
Je m'appelle	My name is
Comment allez-vous ?	How are you? (formal)
Comment vas-tu ?	How are you? (informal)
Je vais très bien, merci	I am very well, thank you
Je vais bien, merci	I am fine, thank you
Pas mal, merci	Not bad, thank you
Comment ça va ?	How are things going?
Bien, merci !	Great, thanks!
Ça va (bien) ?	Are things going (well)?
Ça va bien	Things are going (well)
Et vous ? Vous êtes d'où ?	And you? Where are you from? (formal)
Et toi ? Tu es d'où ?	And you? Where are you from? (informal)
Monsieur, je vous présente	Sir, I would like to introduce to you
Je te présente	This is (informal)
Voici	This is
Qui est-ce ?	Who is it?
C'est	It's
Ce sont	They are
Comment s'appelle-t-il/elle ?	What's his/her name?
Il/Elle/Iel s'appelle	His/Her name is/ Their name is
Il/Elle/Iel vient de	He/She is from/They are from
Comment s'appellent-ils/elles/iels ?	What are their names?
Ils/Elles/Iels s'appellent	Their names are
Quels sont vos pronoms ?	What are your pronouns? (formal)
Il est … Elle est … Iel est…	He is … She is … They are …
acteur / actrice	actor / actress
architecte	architect
chanteur / chanteuse	singer

coiffeur / coiffeuse	hair dresser
dentiste	dentist
ingénieur	engineer
journaliste	journalist
médicin	doctor
professeur	teacher, professor
retraité / retraitée	retired man / retired woman
stagiaire	intern
étudiant / étudiante	student
Qu'est-ce qu'il/elle/iel fait ?	What do they do?

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=32#h5p-242

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=32#h5p-241

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=32#h5p-218

Non-binary vocabulary options:

According to website Amino: “There are two honorifics that are picking up steam (on the Internet and in real life) … The first is ‘**Madamonsieur**’, a combination of ‘Madame’ and ‘Monsieur’ in the style of ‘Mademoiselle’. The second is a bit shorter, ‘**Masieur**’, which is a simpler combination of ‘Madame’ + ‘Monsieur’. The abbreviations for these honorifics are ‘Mms.’ and ‘Ms’.”

Première Partie: Les salutations / Explication de grammaire

La Grammaire

In this section:

- Pronoms personnels sujets / Subject Pronouns
- Le verbe “être” / The Verb “to be”
- Gender/ Genre: masculin, féminin
- L’alphabet et la phonétique

Pronoms personnels sujets / Subject Pronouns

Illustration via Freepik.com

A pronoun replaces a noun in order to avoid repetition. Subject pronouns are subjects of verbs. In French, a subject pronoun is immediately or almost immediately followed by its verb. The use of subject pronouns is mandatory in French; always use a subject pronoun to construct sentences in the absence of a noun subject. Here are the French subject pronouns:

person	singular	plural
1st person	**je**, I	**nous**, we
2nd person	**tu**, you	**vous**, you/y'all
3rd person	**il**, he/it **elle**, she/it **iel,** singular non-binary "they" **on**, one/we (colloquial)	**ils**, they (masc.) **elles**, they (fem.) **iels,** plural non-binary "they"

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-1

Subject pronouns are labelled by the term 'person', referring to the subject's role in the conversation. 1st person refers to the person(s) speaking (I, we); 2nd person to the person(s) spoken to (you); and 3rd person to the person(s) or thing(s) spoken about (he, she, it, they).

je

Unlike the English pronoun 'I', **je** is not capitalized unless it begins a sentence.

tu

The pronoun **tu** is singular and, importantly, informal. Use **tu** to address people your own age and those you know well.

on

The pronoun **on** means 'one', or 'they' in a nonspecific sense: 'comme on dit' (as they say). **On** often replaces 'nous' in spoken French: 'On y va?' (Shall we go?).

vous

The pronoun **vous** is conjugated with a plural verb so it obviously refers to more than one person. However, it is also the customary form of address when you are talking to only one person you do not know well, such as an elder, a boss, a shopkeeper, etc. Inappropriate use of the **tu** form is considered a sign of disrespect.

Tammy: Bonjour, Marc. Comment allez-vous?	Tammy: Hello Marc. How are you doing
Marc: Bonjour, Tammy. Je vais très bien et vous ?	Marc: Hello Tammy. I'm good and you?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-2

il/elle / iel

Il and elle besides meaning 'he' and 'she' can both express the meaning 'it' depending on the gender of the noun being replaced.

"Iel" is the equivalent of the non-binary "they" in English. There are many variations of this pronoun, but "iel" is the most commonly used and has been accepted by the French dictionary, *L:e Robert*. Different from English, iel can be singular (iel) or plural (iels).

For example:

La musique est bonne, n'est-ce pas ?	The music is good, isn't it?
Oui, **elle** est génial! J'aime la musique country.	Yes, it is! I like country music.
À qui appartient cette selection?	Whose playlist is this?
Iel leur appartient, Alex aime la musique country!	It's theirs, Alex likes country music!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-3

ils/elles / iels

Ils and elles are similar to il and elle since they agree with the gender of the noun they replace. Ils and elles may refer to people or things. Elles is used to mean 'they' if it replaces people who are all women or objects that are all feminine in gender. On the other hand, ils is used to mean 'they' for objects that are masculine in gender or a group of all men or any group where there is at least one male person or masculine object in the group.

Iels is the plural form of the non-binary pronoun iel.

Jean et Jacques sont de bons amis. Normalement **ils** s'entendent bien, mais pas aujourd'hui!	Jean and Jacques are good friends. Normally, they get along well, but not today!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-4

Listen to the dialogue:

Fiona: Bonjour Jacques, **tu** vas bien?	Fiona: Hi Jacques, are you doing well?
Jacques: Pas du tout, **je** vais très mal. Jean et moi, on s'est disputé.	Jacques: Not at all. I'm doing poorly. Bette and I had a fight.
Fiona: Ah bon? **Elle** est toujours là?	Fiona: Oh really? Is she still here?
Jacques: Non. **Elle** est partie avec Tammy. **Elles** sont allées au bibliothèque.	Jacques: Non, she left with Tammy. They went to the library.
Fiona: Tiens, **nous** y allons, toi et moi?	Fiona: Hey, why don't you and I go there?
Jacques: **Tu** ne m'as pas entendu? **Je** vais mal- je ne veux rien faire!	Jacques: Didn't you hear me? I'm not doing well- I don't want to do anything!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-5

Le verbe "être" / The Verb "to be"

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The verb **être** is an irregular verb in the present tense. Listen carefully to its forms in the present. Do you hear the **liaison** or linking in the pronunciation of the **–s** in the **vous** form? It is pronounced as a **/z/** to link with the vowel **ê** in **êtes**.

être 'to be'	
je suis 'I am'	**nous sommes** 'we are'
tu es 'you are'	**vous êtes** 'you are'
il/elle/iel/on est 'he/she/they/one is/are'	**ils/elles/iels sont** 'they are'
past participle: été	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-6

Pronunciation of "iel" and "iels":

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One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-8

Edouard: Jacques, tu **es** mal au ventre!	Edouard: Jacques, you have an upset stomach!
Jacques **est** malade. Fiona et Bette **sont** en bonne santé.	Jacques is sick. Fiona and Bette are healthy.
Toi et moi, nous ne **sommes** pas mal de tête.	You and I, we don't have headaches.
Toi, tu **es** en pleine forme et moi, je **suis** active.	You are in great shape and me, I am active.

Illustration via Pixabay

C'est (plural Ce sont) is a common expression used to describe and introduce people or things. See c'est vs. il/elle est for more information. **Etre** is also used as an auxiliary in compound tenses (passé composé with être, passé composé of pronominal verbs, plus-que-parfait, etc.)

Gender / genre: masculin, féminin

In French, a noun is always feminine or masculine. It is introduced by a determiner, which usually indicates the gender of the noun.

people

When a noun refers to a person, the gender is determined by the person's sex (although some exceptions do exist).

In general, the feminine form of the noun is formed by adding an –**e** to the masculine noun. Note that the addition of the –**e** changes the pronunciation in some words:

Jacques est **étudiant**, Jean est aussi **étudiante**.	Jacques is a student, Jean is a student.
Jacques est **ami** avec Alex, Jean est aussi **amie** avec Alex.	Jacques is Alex's friend, Jean is also Alex's friend.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-9

There are cases when the feminine form of the noun changes more drastically.

Jacques: Je suis **serveur**. Jean: Je ne suis pas **serveuse**.	Jacques: I'm a waiter. Jean: I'm not a waiter.
Trey: Je suis **musicien**. Sophie: Je ne suis pas **musicienne**.	Trey: I'm a musician. Sophie: I'm not a musician.

Trey: Je suis un **acteur**. Jean: Je suis une **actrice**.	Trey: I'm an actor. Jean: I'm an actress.
Jacques: Pour le travail, je ne suis pas **champion**. Fiona: C'est moi qui suis **championne**.	Jacques: I'm not a champion at working. Fiona: I'm the one who is a champion.
Edouard: Je suis le **copain** de Sophie. Sophie: Je suis la **copine** d'Edouard.	Edouard: I'm Sophie's pal. Sophie: I'm Edouard's pal.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-10

In general, when the masculine noun ends in **–e**, the feminine noun remains unchanged. Only the determiner or the context indicates if it is a feminine or masculine noun.

Jacques et Rita sont frère et soeur, mais ils ont des métiers tout à fait différents.	Jacques and Rita are brother and sister, but they have completely different jobs.
Jacques est **poète**. Rita est **comptable**.	Jacques is a poet. Rita is an accountant.
Jacques n'est sûrement pas **comptable** et Rita n'est pas **poète** non plus.	Jacques is certainly not a secretary and Rita is not a poet either.

animals

The gender of animals is often arbitrary. Some animals are always masculine (un escargot, a snail), others are feminine (la fourmi, ant). However, for some animals there are irregular masculine and feminine forms.

le **chat** / la chatte, cat

le **chien** / la chienne, dog

le **coq** / la poule, chicken (rooster / hen)

le **boeuf**, le **taureau** / la vache, ox / bull / cow

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-11

objects and ideas

The gender of nouns referring to things and abstractions is arbitrary. However, it can often be inferred from the ending of the word. Typically, words ending in –**age, -ment, -eau, -phone, -scope, -isme** are masculine and those ending in **-tion, -sion, -té, -ette, -ance, -ence, -ie, -ure, -ode/-ade/-ude** are feminine.

masculine endings	**feminine endings**
le from**age** (cheese)	la sal**ade** (salad, lettuce)
le mon**ument** (monument)	la fourc**hette** (fork)
le senti**ment** (feeling)	la télévi**sion** (television)
le cout**eau** (knife)	la cult**ure** (culture)
le télé**phon**e (telephone)	la situa**tion** (situation)
le micro**scope** (microscope)	la soci**été** (society)
le romant**isme** (romanticism)	la différ**ence** (difference)
	la philosoph**ie** (philosophy)

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-12

Listen to the dialogue. Feminine nouns are in blue, masculine in black.

Jean présente Jacques pour la première fois à Bette et Fiona.	Jean introduces Jacques for the first time to Bette and Fiona.
Tammy: Tex est un **ami** de Lyon. C'est un **tuteur** maintenant! Tex, c'est mon **amie** Bette, et la, c'est ma **copine** Fiona. Bette et Fiona sont **étudiantes**.	Tammy: Tex is a friend from Lyon. He is a tutor now! Tex, this is my friend Bette and this is my pal Fiona. Bette and Fiona are students.
Bette: Enchantée, Tex! J'adore la **culture** française.	Bette: Nice to meet you, Tex. I adore French culture.

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When describing a non-binary person, several options exist in French.

1. You can use **epicene words** that are the same in both masculine and feminine form. Ex: Il est artiste. Elle est artiste. Iel est artiste.
2. You can **reformulate** a sentence (this will be easier to do as you become more adept in French!). Ex. Instead of saying "il est musicien" or "elle est musicienne," you can say "iel joue de la musique." ("they play music") In other words, you can say what they do, not who they are in order to describe their profession.
3. You can add a **middot** to the descriptor. For instance, "iel est **musicien·ne**." The middot is the

dot that separates the masculine ending from the feminine ending.

Check out this document for more tips.

L'alphabet et la phonétique

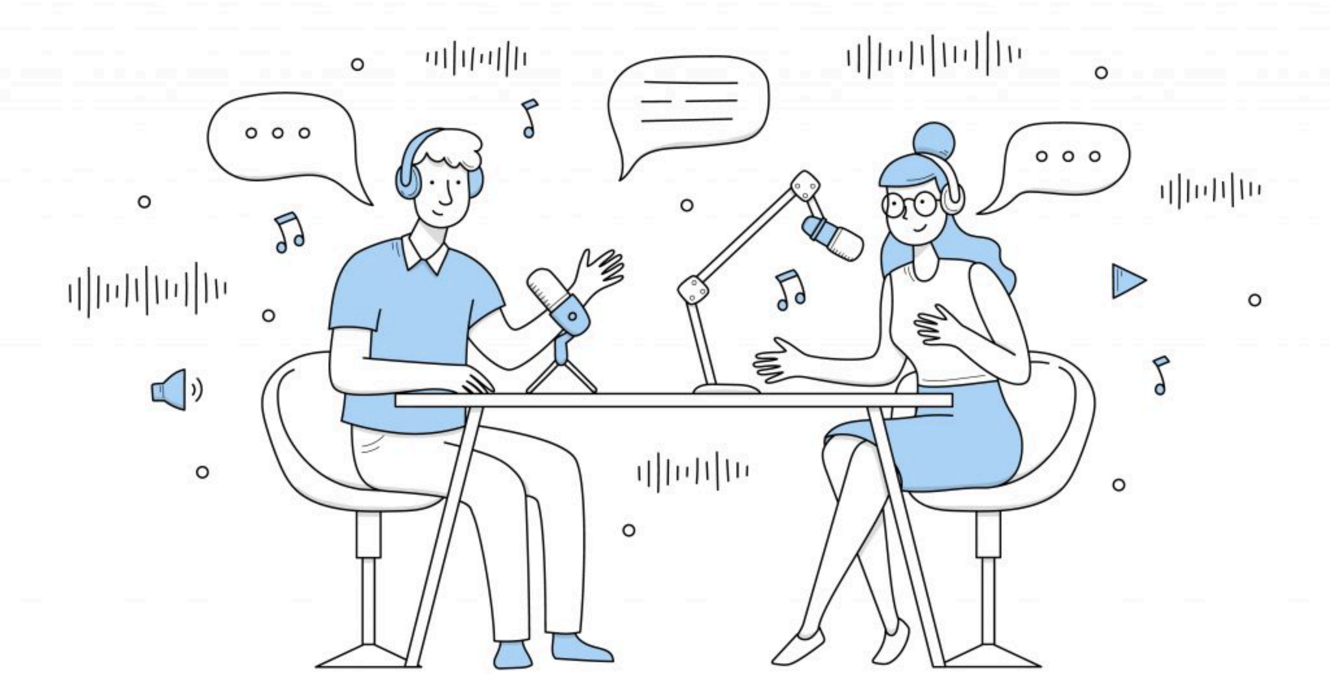

Illustration via freepik.com

Les accents

The acute accent (´), **l'accent aigu**, and the grave accent (`), **l'accent grave,** are used to indicate the quality of the vowel sound represented by the letter e.

A. Listen to each example and repeat.

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é /e/

année

Répétez!

André

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è / ɛ /

très

après

Michèle

When used with letters other than **e**, the accent grave does not indicate a sound difference but serves to distinguish different words which have the same spelling but different meanings.

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ou (or)	où (where)
la date (the date)	là (there)
il y a (there is/are)	à l'heure (on time)

The circumflex (ˆ), **l'accent circonflexe**, arose historically as a marker for vowels which were followed by another letter (usually **s**) in an earlier state of the language:

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être (<estre)	hôtel (<hostel)	forêt (<forest)	plaît (<plaist)

The cedille (**ç**), la cédille, is used only with the letter c to indicate the sound /s/ when it is followed by the letters **a**, **o**, or **u**:

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Ça va? /sa/ cahier /ka/

The cedille is not used with the letters **e** and **i**:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-19

Ce	merci
c’est	ici

The dieresis (¨), **le tréma**, is used with vowels to indicate that they are pronounced separately from a preceding vowel:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=68#audio-68-20

Noël naïf Loïc

Illustration via freepik.com

Première Partie: Les salutations / Les exercices

Les
Exercices

Salut
Olà
Hej
Tere
Ni hao
Bonjour
Hola
Привет
Hello
Selam
Ni hao
Ciao
Salut
Guten Tag
Hei
Hola
Olà

Graphic via freepik.com

Exercice 1. Les salutations polies

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-6

To access an editable version of this activity, please use this link.

Exercice 2. Les salutations familières

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-7

To access an editable version of this activity, please use this link.

Exercice 3. Répondez

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-273

Exercice 4. Ecoutez

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-256

Activity embedded from Learningapps.org

Exercice 5. Les accents

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-174

To access an editable version of this activity, please use this link.

🔵Exercice 6. Écoutez et écrivez

Write out each of the 7 phrases you hear in the recording. Don't forget to add accents if necessary.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=113#audio-113-1

`An interactive H5P element has been excluded from this version of the text. You can view it online here:`
`https://boisestate.pressbooks.pub/french101/?p=113#h5p-208`

To access an editable version of this activity, please use this link.

🔵 Exercice 7: Présentez-vous ! Present yourself!

The tool below will allow you to record your self-presentation. You may also use Vocaroo to record yourself. Please be sure to click the download button to save your recording so that you may upload it to Google Classroom.

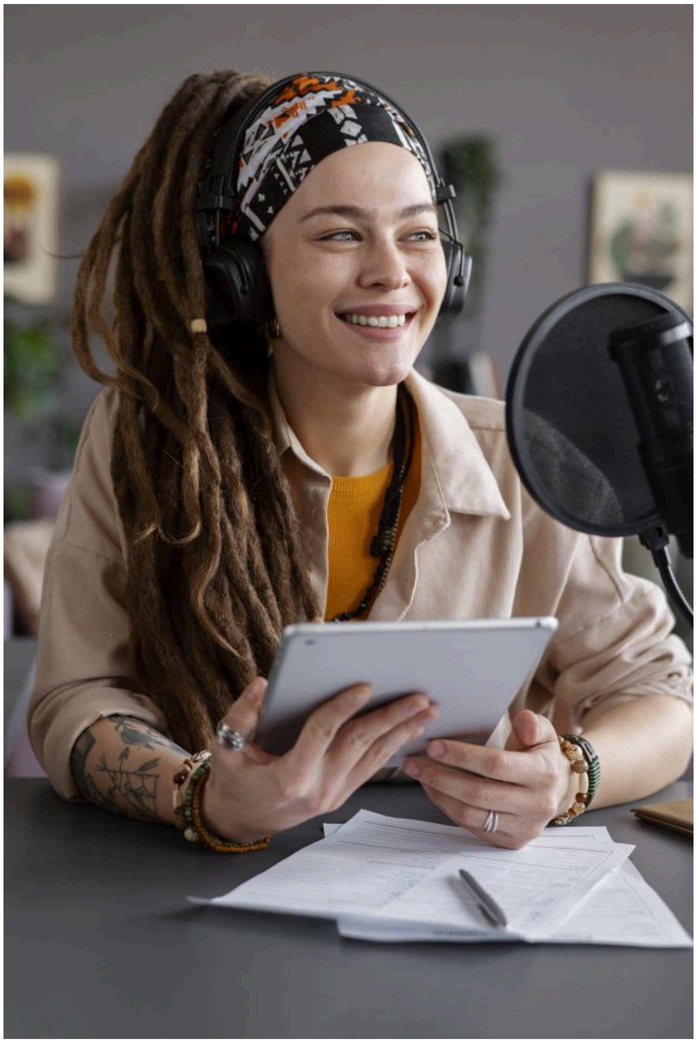


Image from Freepik.com

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-9

🔵Exercice 8. Dictée de lettres de l'alphabet

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-191

🔵 Exercice 9. Essayez – try

After you've practiced the French alphabet and phonetic sounds, record yourself using the button below or by visiting www.vocaroo.com and share your audio file with the teacher.

Be sure to include your name (je m'appelle) and then recite the alphabet and choose three words to spell in French.

Photo by cottonbro via Pexels

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=113#h5p-22

Optional Activities for extra practice

Watch the following videos for examples of how three University of Texas at Austin students who are studying abroad in Lyon, France introduce themselves:

Laila

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=113#video-113-1

Bonjour.
Laila: Bonjour!
Comment vous appelez-vous?
Laila: Je m'appelle Laila.
Laila. Et votre nom de famille?

Laila: (C') est Kiblawi.
Kiblawi. C'est un nom américain?
Laila: Non, c'est un nom arabe.
Arabe. Pouvez-vous épeler Kiblawi pour moi?
Laila: Si (correct word: oui), c'est K-I-B-L-A-W-I.
Très bien. Merci. Alors Laila, vous êtes d'où?
Laila: Je suis de Dallas.
De Dallas, très bien. Et, qu'est-ce que vous faites dans la vie?
Laila: Je suis étudiante à l'Université du Texas à Austin et je suis étudiante en français et en publicité.
Très bien.

Blake

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=113#video-113-2

Tout d'abord, comment vous appelez-vous?
Blake: Je m'appelle Blake.
Blake, très bien. Et, Blake, quel est votre nom de famille?
Blake: Dublin.
Dublin. Pouvez-vous épeler Dublin pour moi?
Blake: Oui, D-U-B-L-I-N.
Très bien, très bien. Alors Blake, vous êtes d'où?
Blake: Je suis de San Antonio.
San Antonio, très bien. Et qu'est-ce que vous faites dans la vie?
Blake: Je suis étudiant.
En quelle matière?
Blake: En histoire et en français.
En français, très bien.

Karen

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=113#video-113-3

Comment tu t'appelles?
Karen: Je m'appelle Karen.
Karen?
Karen: Oui.

Et Karen, tu es d'où?
Karen: Je suis de Mexico.
Ah oui? De Mexico?
Karen: Oui, Mexico.
Oui, au Mexique?
Karen: Au Mexique.
Et qu'est-ce que tu fais dans la vie?
Karen: Je suis étudiante à l'Université du Texas.
Très bien, okay.

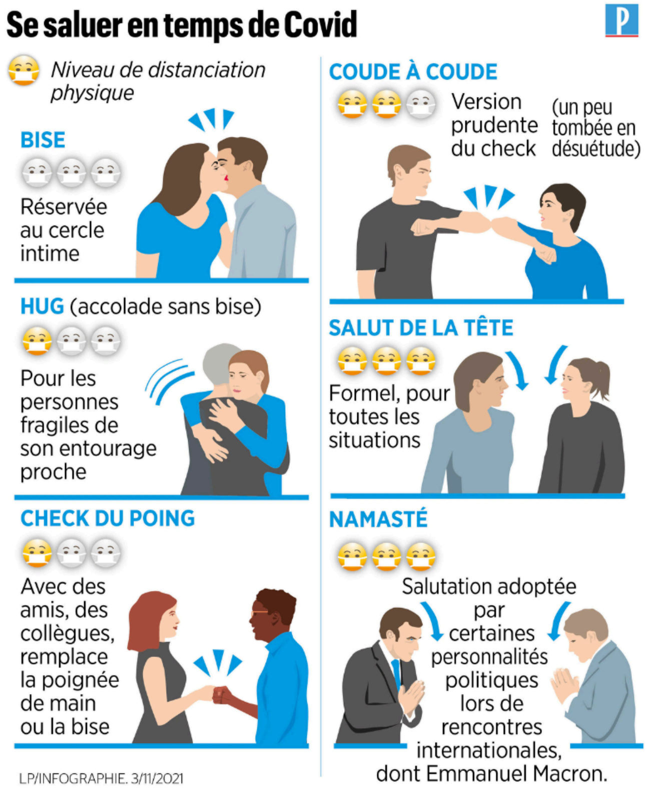
Comment faire la bise ?

Watch the following video to learn the "dos and don'ts" of la bise:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=113#oembed-1

Comment se dire bonjour au temps de Covid ?

How has the way we greet one another changed during the COVID-19 pandemic? Review the following infographic to learn alternative ways of greeting someone:



Se saluer en temps de Covid

😷 *Niveau de distanciation physique*

BISE

😷😷😷

Réservée au cercle intime

HUG (accolade sans bise)

😷😷😷

Pour les personnes fragiles de son entourage proche

CHECK DU POING

😷😷😷

Avec des amis, des collègues, remplace la poignée de main ou la bise

LP/INFOGRAPHIE. 3/11/2021

COUDE À COUDE

😷😷😷

Version prudente du check (un peu tombée en désuétude)

SALUT DE LA TÊTE

😷😷😷

Formel, pour toutes les situations

NAMASTÉ

😷😷😷

Salutation adoptée par certaines personnalités politiques lors de rencontres internationales, dont Emmanuel Macron.

Infographic from Le Parisen included under fair use as described in the CBPFUOER.

Deuxième Partie: Les numéros / Le vocabulaire

Le
Vocabulaire

Photo via Freepik.com

It's time to practice the vocabulary for this section!

Comment dit-on ?	How do you say ?
Voici	Here is (here are)
Voilà	There is (there are)
Il y a	There is, there are
Il y a combien de ?	There are how many ?
un, une	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt et un	21
trente	30
trente-deux	32
quarante	40
quarante-trois	43
cinquante	50
cinquante-quatre	54
soixante	60
soixante-cinq	65
soixante-six	66
soixante-sept	67
soixante-huit	68
soixante-neuf	69
le calendrier	calendar
le jour	day
Quels sont les jours de la semaine ?	What are the days of the week?

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday
C'est quel jour ?	What day is it?
C'est lundi	It's Monday
aujourd'hui	today
demain	tomorrow
la semaine	week
la semaine prochaine	next week
la semaine dernière	last week
Quelle est la date ?	What's the date?
C'est le premier septembre	It's September st
C'est le deux octobre	It's October nd
C'est le août	It's August th
le mois	month
Quels sont les mois de l'année ?	What are the months of the year?
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=153#h5p-219

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=153#h5p-220

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=153#h5p-221

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

Deuxième Partie: Les Numéros / Explication de grammaire

La Grammaire

Compter en français 1-69

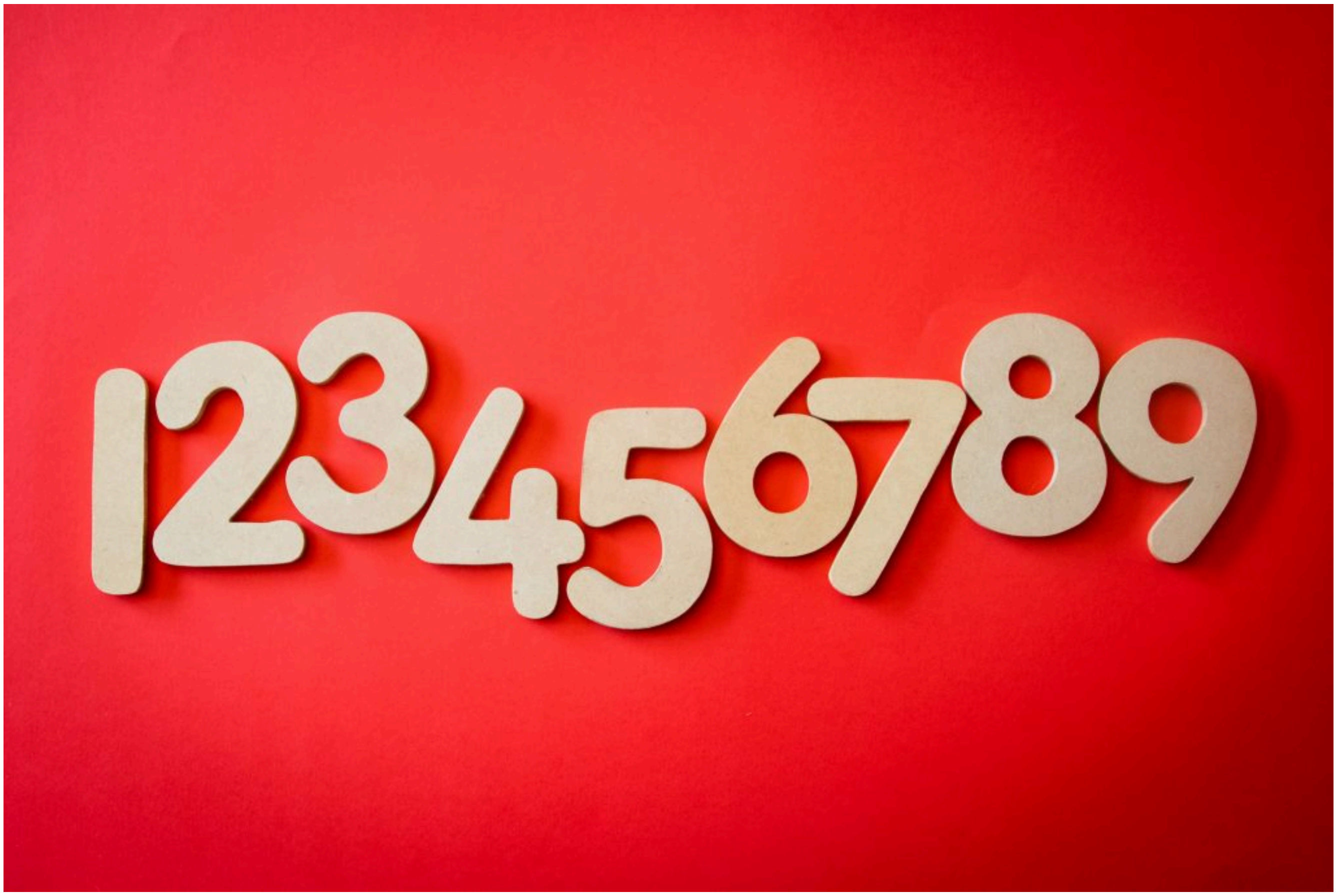


Photo by Magda Ehlers, via Pexels

#	French Number
0	**Zéro**
1	**Un**
2	**Deux**
3	**Trois**
4	**Quatre**
5	**Cinq**
6	**Six**
7	**Sept**
8	**Huit**
9	**Neuf**
10	**Dix**

1-10	11-20	21-30	31-40	41-50	51-6
1 un	11 onze	21 vingt-et-un	31 trente-et-un	41 quarante-et-un	51 cinquante
2 deux	12 douze	22 vingt-deux	32 trente-deux	42 quarante-deux	52 cinquante
3 trois	13 treize	23 vingt-trois	33 trente-trois	43 quarante-trois	53 cinquant
4 quatre	14 quatorze	24 vingt-quatre	34 trente-quatre	44 quarante-quatre	54 cinquante-
5 cinq	15 quinze	25 vingt-cinq	35 trente-cinq	45 quarante-cinq	55 cinquant
6 six	16 seize	26 vingt-six	36 trente-six	46 quarante-six	56 cinquan
7 sept	17 dix-sept	27 vingt-sept	37 trente-sept	47 quarante-sept	57 cinquant
8 huit	18 dix-huit	28 vingt-huit	38 trente-huit	48 quarante-huit	58 cinquant
9 neuf	19 dix-neuf	29 vingt-neuf	39 trente-neuf	49 quarante-neuf	59 cinquant
10 dix	20 vingt	30 trente	40 quarante	50 cinquante	60 soixan

Practice creating a few math problems using the following terms:

- **plus** = plus
- **moins** = minus
- **fois** = times
- **divisé par** = divided by

Ordinal numbers

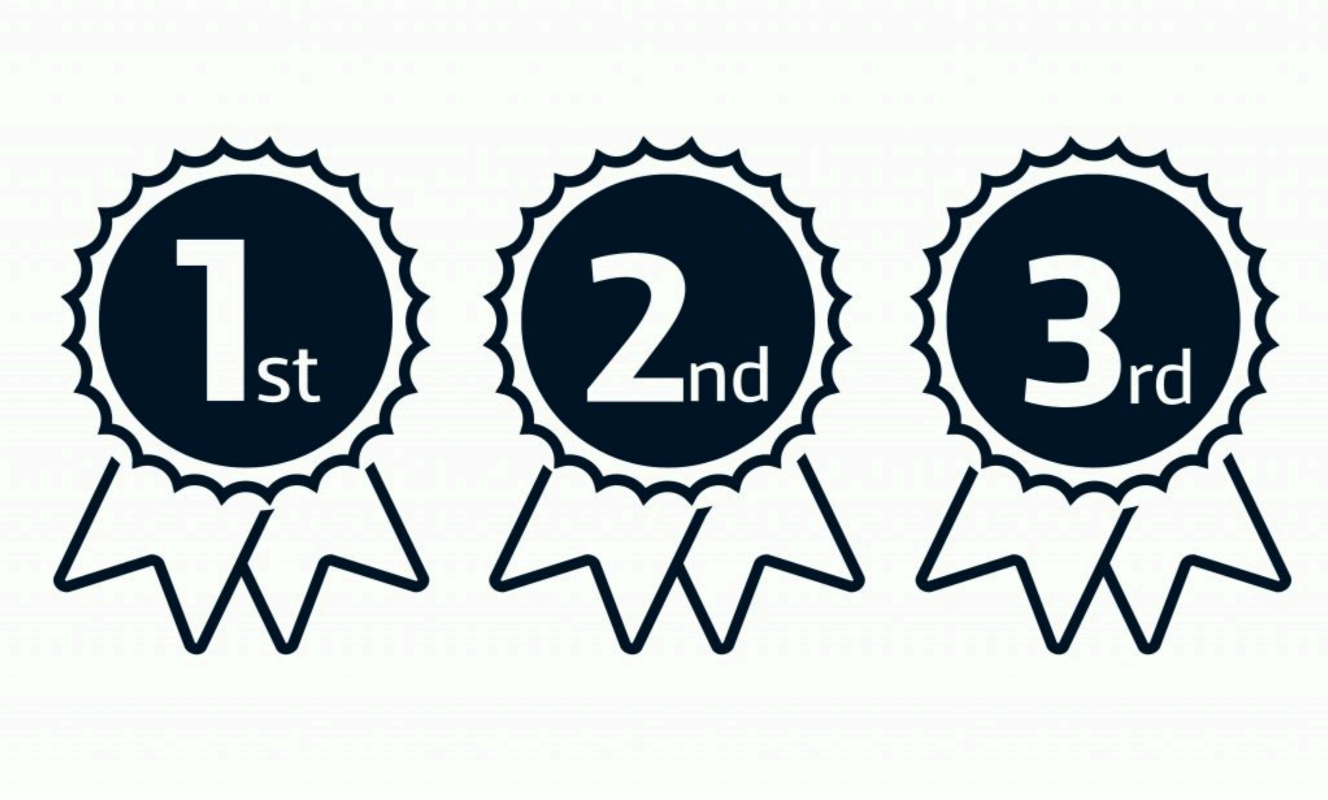


Illustration via freepik.com

Ordinal Numbers

Ordinal numbers describe the position of something in a series.

- premier/première – first
- deuxième – second
- troisième – third
- quatrième – fourth
- cinquième – fifth
- sixième – sixth
- septième – seventh
- huitième – eighth
- neuvième – ninth
- dixième – tenth

Phone numbers in French:

Photo by Freepik

French Phone Numbers

French phone numbers are **10 digits** long and are read in **2-digit intervals.**

The phone number **05 14 57 35 29** would be said verbally as:
– zero, cinq (05),
– quatorze (14),
– cinquante-sept (57),
– trente-cinq (35),
– vingt-neuf (29)

La date

In French, the week starts on Monday, or *lundi*.
There are several ways to express the date:

- C'est le + date + mois
- Nous sommes le + jour de la semaine (day of the week) + année (year)
- ***Exemple : Nous sommes le mardi 29 août 2023.***

To express your birthday, use the following format:

- Mon anniversaire est le + date + mois
- ***Exemple : Mon anniversaire est le 29 août.***

Deuxième Partie: Les numéros / les exercices

Les
Exercices

1
2
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Graphic via Freepik.com

Exercice 1. Ecrivez en toutes lettres ! Write in letters.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=162#h5p-10

Exercice 2 : Calculez ! Calculate!

Image via freepik.com

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=162#h5p-30

Exercice 3: Les numéros de téléphone

Listen to the recording for the addresses and telephone numbers of three Boise State students studying in Lyon and fill in the blanks below:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=162#audio-162-1

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=162#h5p-185

🔵 Exercice 4 : Quelle est la date ? Match the Holidays with the date.

Image via freepik.com

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=162#h5p-31

🔵 Exercice 5. Quel âge ont-ils ? Sénégal

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=162#oembed-1

Watch the video and repeat the numbers as you watch the age progression. You will view a similar video in class.

🔵 Exercice 6. Écoutez

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=162#audio-162-2

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=162#h5p-209

To access an editable version of this activity, please use this link.

🔵 Exercice 7. Presentational Speaking

You want to reserve a spot for an exclusive tour of the Eiffel tower but the host company does not speak English! **Record a message for your instructor using Vocaroo** in which you share the following information in French:

- Introduction
- First and last name
- Phone number (in the French style)
- How many people will join you (il y a… personnes)

Troisième Partie: La salle de classe, le vocabulaire

Le
Vocabulaire

Photo by Andy Barbour via Pexels

It’s time to practice the vocabulary for this section!

C'est …	It's …
C'est une salle de classe.	It's a classroom.
Dans la salle de classe, il y a …	In the classroom, there is ..
une porte	door
une fenêtre	window
un tableau (noir)	blackboard
une télévision	television
une carte (du monde)	map (of the world)
une affiche	poster
une chaise	chair
un bureau	desk
Sur le bureau, il y a …	On the desk, there is …
une craie	chalk
un crayon	pencil
un stylo	pen
un cahier	notebook
un livre	book
un dictionnaire	dictionary
un sac à dos	backpack
Au labo, il y a …	in the lab, there are …
des ordinateurs (m)	computers
Les étudiants travaillent !	The students work!
des devoirs (m)	homework
un exercice	exercise
un examen	test
Écoutez.	Listen.
Écrivez.	Write.
Levez le doigt.	Raise your finger (hand).
Répétez.	Repeat.
Ouvrez vos livres.	Open your books.
Que veut dire … ?	What does … mean?
Comment dit-on … ?	How do you say …?
Voici …	Here is … (here are …)
Voilà …	There is … (there are …)
Il y a …	There is, there are …
Il y a combien de … ?	There are how many …?
Qu'est-ce que c'est ?	What is it?
ce sont des …	these are some …
Ouvrez le livre à la page …	Turn to page …

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=36#h5p-246

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=36#h5p-245

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=36#h5p-224

Non-binary option: les étudiant·e·s

When referring to a student who identifies as non-binary one can say **un·e étudiant·e.**

When referring to a group of student that includes people who identify as non-binary one can say **les étudiant·e·s.**

However, there is not set agreement on how to pronounce words with middots. As mentioned on previous pages, depending on the situation, sometimes it may be better to change the structure of a sentence to avoid a gendered descriptor. In this case, on could say “Iel étudie.”

Troisième Partie: La salle de classe / Explication de grammaire

La
Grammaire

In this section:

- Introduction aux noms / Introduction to Nouns
- Les articles indéfinis / Determiners: Definite Articles
- Les articles indéfinis / Determiners: Indefinite Articles
- “Voilà” vs “il y a” / “There is” and “There are”

Introduction aux noms / Introduction to Nouns

Image via freepik.com

A **noun** is essentially a label for places, things, events, ideas, concepts and so on. Like English, nouns in French may be categorized as common or proper, count or mass, singular or plural. However, unlike English, French nouns are also categorized as either masculine or feminine.

common vs. proper

Common nouns in English and French are the generic term for something. Common nouns are never spelled with a capital letter unless they begin a sentence.

un **tatou**	an **armadillo**

Proper nouns are specific names and thus begin with capital letters.

Tex et **Tammy**	**Tex** and **Tammy**

count vs. mass

Another way of classifying nouns is according to whether they can be counted or not. Count nouns identify individual entities that can be counted, like armadillos.

un tatou, deux **tatous**	one **armadillo**, two **armadillos**

In contrast, a mass noun refers to an entity as an uncountable unit. In the following example, the bread that Tex is eating is conceived of as a mass, that is, an undefined quantity.

Tex mange du **pain**.	Tex is eating **bread**.

The difference between count and mass nouns is usually clearcut. However, something that is typically countable such as an animal (one armadillo, two armadillos, three armadillos) can nevertheless be conceived of in terms of a mass, as in the following tasteless example.

Berk! Il y a du **tatou** écrasé partout sur les autoroutes du Texas.	Yuck! There's squashed **armadillo** all over the Texas highways.

singular vs. plural

All nouns in French and English are marked for number, that is, for singular (one) or plural (more than one). French, like English, usually indicates plurality by adding an -s to the end of the base form, the singular noun. Count nouns have both singular and plural forms:

le **tatou**, les **tatous** the **armadillo**, the **armadillos**

Mass nouns typically have only a singular form. Try saying the plural forms of the following English mass nouns: sewage, mucus, plasma.

It sounds strange doesn't it? This shows that it is difficult to pluralize a mass noun.

masculine vs. feminine

In English, grammatical gender is based on biology and is only relevant for pronouns (he, she, it) and possessive determiners (his, her, its). Gender in French, on the other hand, affects all nouns, pronouns, adjectives and articles. A noun's gender is indicated by the article that precedes it. Masculine nouns are preceded by **le** and feminine nouns by **la**. The use of articles in French is more widespread than in English.

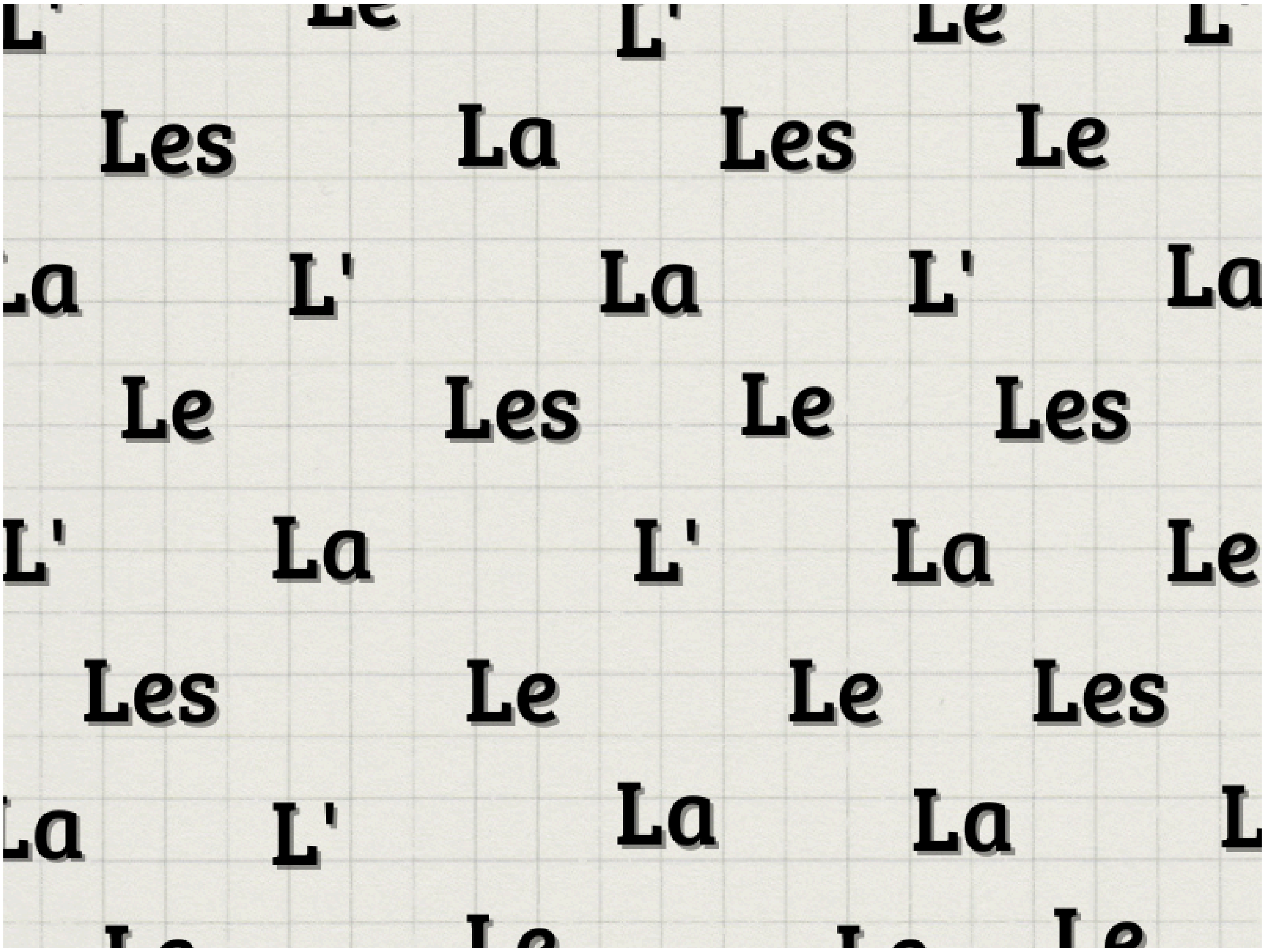
le **garçon**	**the boy**
la **fille**	**the girl**

Unlike English, the grammatical concept of gender in French has little to do with biological sex. Therefore, inanimate objects such as tables and desks are categorized as either masculine or feminine (there is no neuter gender in French grammar).

la **table** (feminine)	**the table**
le **bureau** (masculine)	**the desk**

Remember that gender in French, for the most part, is not about sex, but is simply an arbitrary category. The terms 'masculine' and 'feminine' really mean nothing more than 'noun class A' and 'noun class B'. Because grammatical gender is fairly arbitrary, it is essential to memorize a noun's gender along with its spelling and pronunciation.

Les articles définis/ Determiners: Definite Articles



forms

In French, few nouns can stand alone. Most need to be introduced or 'determined' by an article. As in English, an article is characterized as either definite ('the') or indefinite ('a', 'an'). In addition, French articles are also masculine or feminine, singular or plural, according to the gender and number of the noun they determine. Here are the definite articles in French:

Masculine singular: **le (l')**	Tex **le** tatou Joe-Bob **l'**écureuil	Tex the armadillo Joe-Bob the squirrel
Feminine singular: **la** (l')	Bette **la** chatte **l'**Université du Texas	Bette the cat (female) The University of Texas
Masculine and feminine plural: **les**	**les** tatous **les** écureuils **les** chats **les** universités	the armadillos the squirrels the cats the universities

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-1

élision and liaison

In the examples above, note that **le** and **la** both become **l'** when they precede a noun beginning with a vowel or a silent h: **l'**escargot, **l'**université. This is called elision.

Unlike le and la, les does not have a contracted, reduced form. When les is followed by a word starting with a vowel, the normally silent final s of les is pronounced, making a /z/ sound. This additional sound linking two words is called liaison. Listen to the following examples:

Compulsory liaison with a vowel or silent h	No liaison with a consonant
les insectes **les** animaux **les** hommes	les tatous les fourmis

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-2

Note that **elision** and **liaison** occur with most words starting with **h**: **l'**homme, **les** hommes, **l'**hiver, **l**es hivers. Exceptions to this rule are words beginning with an aspirate 'h'.

to identify a specific noun

The definite article is used to identify a specific noun or to refer to a noun that has already been specified.

Corey: Tu connais **la** tour de l'Université du Texas?	Corey: Do you know the UT Tower?
Tex: Bien sûr, c'est **le** symbole de l'Université!	Tex: Of course, it is the symbol of the University!
Corey: Et **la** Sixième rue?	Corey: What about Sixth street?
Tex: Eh bien, c'est **les** Champs-Elysées d'Austin!	Tex: Well, it's the Champs-Elysees of Austin.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-3

to express general truths or concepts

French uses the definite article to express general truths or concepts. English, in contrast, uses no article at all. Compare the following sentences:

Tex: L’argent ne rend pas **l’**homme heureux!	Tex: Money does not make man happy!
Tammy: Tu as raison. **L**‘amour et **la** santé sont plus importants!	Tammy: You are right. Love and health are more important!
Tex: Bien sûr, pour **les** insectes et **les** animaux, **l’**argent n’existe pas! Mais **l’**amour est aussi important pour nous que pour les humains. Ah oui … **l’**amour **l**‘amour, toujours **l’**amour!	Tex: Of course, for insects and animals, money does not exist! But love is as important for us as it is for humans. Ah, yes, love, love, love, always love!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-4

to express likes and dislikes

The French also use the definite article with **verbs of preference**, such as aimer, préférer, détester. Once again, English omits the article in such general statements. For example:

Tex adore **les** croissants.	Tex loves croissants.
Joe-Bob préfère **les** doughnuts.	Joe-Bob prefers doughnuts.
Tammy n’aime pas **le** café.	Tammy does not like coffee.
Edouard apprécie **la** bonne cuisine française.	Edouard appreciates good French cuisine.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-5

to indicate habitual recurrence

The definite article is used in French with moments of the **day**, **days of the week**, and **seasons to indicate habitual recurrence.** For example:

Le matin, Tammy va en cours.	**Every morning**, Tammy goes to class.
L’après-midi, elle va à la bibliothèque.	**Every afternoon**, she goes to the library.
Le lundi, Tex fait son jogging.	**On Mondays**, Tex goes for a jog.
L‘été, il se baigne avec Tammy à Barton Springs. **L**‘hiver, il skie à Purgatory.	**Every summe**r, he bathes with Tammy at Barton Springs. Every winter, he skis in Purgatory.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-6

in a series

The article is usually repeated in a **series**, in contrast to English. For example:

Tammy: Tex, aide-moi à mettre la table! Apporte **les** assiettes, **les** couteaux, **les** verres, **les** serviettes et le vin.	Tex, help me set the table! Bring the plates, knives, glasses, napkins, and wine.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-7

no article

Cities usually do not require an article in French. For example:

Tex habite à **Austin**.	Tex lives in Austin,
mais il préfère **Paris**.	but he prefers Paris.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-8

Continents, countries, states, regions, and oceans usually require an article (**l'**Afrique, **la** France, **le** Texas, **la** Bourgogne, **l'**Atlantique etc.), but there are a few exceptions, usually islands: Haïti, Israël, Madagascar. See prepositions with place names for more information.

Months never require an article: **janvier**, **février**, **mars**, etc.

Cependant Tex adore **mars** à Austin.	Nevertheless Tex adores March in Austin.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-9

Days of the week do not require an article in instances where they do not indicate habitual recurrence. For example:

Lundi, il a rendez-vous avec Tammy.	Monday he has a date with Tammy.

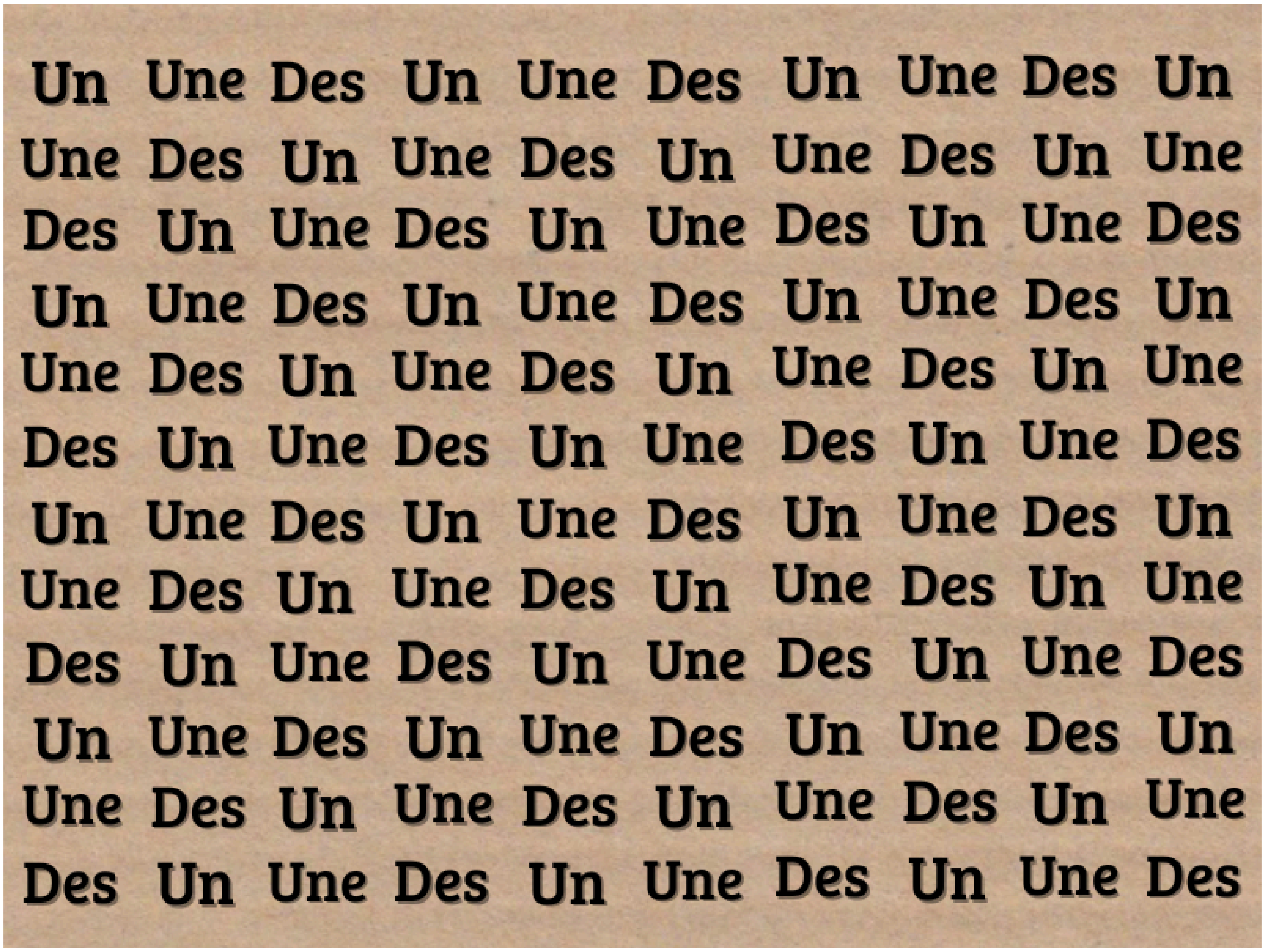
One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-10

Listen to the dialogue:

Tammy: J'aime beaucoup **le** français. C'est **la** langue de Molière et de Hugo, et surtout c'est **la** langue maternelle de Tex!	Tammy: I like French a lot. It is the language of Molière and of Hugo, and above all it is the mother tongue of Tex!
Bette: Alors comme ça Tammy, tu aimes bien **les** Français?	Bette: So Tammy, you really like French men?
Tammy: Oh oui! Surtout **les** Français qui portent **le** béret!	Tammy: I sure do! Especially French men who wear a beret!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-11

Les articles indéfinis / Determiners: Indefinite Articles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forms

In French, few nouns can stand alone. Most need to be introduced or 'determined' by an article. As in English, an article is characterized as either definite ('the') or indefinite ('a', 'an'). In French, articles are also masculine or feminine, and singular or plural, according to the gender and number of the noun they determine. Here are the indefinite articles in French:

masculine singular: **un**	Tex est **un** tatou. Joe-Bob est **un** écureuil.	Tex is an armadillo. Joe-Bob is a squirrel.
feminine singular: **une**	Bette est **une** chatte. UT est **une** université	Bette is a cat. (female) UT is a university.
plural: **des**	**des** tatous **des** écureuils **des** chats **des** universités	(some) armadillos (some) squirrels (some) cats (some) universities

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-12

In the examples above, listen carefully to the difference in pronunciation of **un** and **des** before words beginning with a consonant (**un** tatou, **des** tatous) and before a words beginning with a vowel sound (**un é**cureuil, **des é**cureuils). These are examples of **liaison**.

uses

As the English 'a' 'an' or 'some', the indefinite articles **un**, **une**, **des** refer to nouns which are non-specific. **Un** or **une** may also indicate quantity, 'a' or 'an' in the sense of 'one.' Contrast the use of the indefinite and definite articles in the first two sentences below. The indefinite plural **des** is always expressed in French, but its English equivalent 'some' is often omitted.

Joe-Bob et Corey ont **une** chambre dans **une** résidence universitaire à Austin.	Joe-Bob and Corey have **a (one)** room in **a** residence hall in Austin.
Ils ont **la** chambre numéro 1735 dans **la** résidence Jester.	They have **the** room #1735 in **the** Jester residence hall.
Joe-Bob et Corey sont **des** camarades de chambre.	Joe-Bob and Corey are roommates!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-13

'de' after the negative

In a negative sentence, the indefinite articles **un**, **une**, **des** are replaced by **de** or **d'**:

Tex: Joe-Bob, tu as **un** chien?	Tex: Joe-Bob, do you have **a** dog?'
Joe-Bob: Mais non! Je n'ai pas **de** chien. Je suis **un** écureuil.	Joe-Bob: No, I don't have **a** dog. I'm **a** squirrel.
Tex: Corey, tu as **des** amis?	Tex: Corey, do you have friends?
Corey: Mais non! Je n'ai pas **d**'amis. Je suis un cafard.	Corey: No, I don't have **any** friends. I'm a cockroach.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-14

However, following the verb **être**, the indefinite articles **un**, **une**, **des** remain unchanged in the negative:

Edouard: Joe-Bob, c'est **un** écureuil. Ce n'est pas **un** tatou!	Edouard: Joe-Bob is a squirrel. He is not an armadillo.
Tex et Tammy, ce sont **des** tatous. Ce ne sont pas **des** escargots.	Tex and Tammy are armadillos. They are not snails.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-15

before a plural adjective

Before a plural adjective which precedes a noun, **des** usually becomes **de**. If the adjective comes after the noun, **des** does not change to **de**.

Edouard: Tex et Tammy sont **de** charmants amoureux.	Edouard: Tex and Tammy are charming lovers.
Bette: Ah bon? Ce ne sont pas seulement **de** bons amis?	Bette: Really? They are not just good friends?
Edouard: Tu ne trouves pas que Tex et Tammy sont **des** tatous parfaits l'un pour l'autre?	Edouard: Don't you think that Tex and Tammy are armadillos who are perfect for each other?
Bette: Absolument pas!	Bette: Absolutely not!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-16

with adjectives of profession, nationality, and religion

Professions, nationalities and religions are considered adjectives in French and need no article after the verbs **être** and **devenir**.

Edouard: Tex devient **professeur**; il est **américain**; il n'est pas **catholique**.	Edouard: Tex is becoming a professor. He is American. He is not Catholic.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-17

Listen to the dialogue:

Bette et Tammy parlent entre femmes.	Bette and Tammy are talking woman-to-woman.
Bette: Je n'ai pas **de** véritables amis! Tout le monde pense que je suis **une** méchante chatte.	Bette: I have no real friends! Everybody thinks that I am a wicked cat.
Tammy: Mais non Bette! Toi et moi nous sommes **de** vieilles amies!	Tammy: That's not true Bette! You and I are old friends!'
Bette: Oui, mais toi tu as **un** petit ami tandis que moi je n'ai pas **de** petit ami!	Bette: Yes, but you have a boyfriend whereas I don't have any boyfriend!
Tammy: Tu sais Bette, avoir **un** petit ami ce n'est pas toujours **une** partie de plaisir, surtout quand il s'appelle Tex!	Tammy: You know Bette, having a boyfriend is not always a fun thing, especially when he's called Tex!

"Voilà" vs "il y a" / "There is" and "There are"

Photo by Ketut Subiyanto via Pexels

Il y a and **voilà** are two ways of introducing nouns. They are translated into English as 'there is / there are' or 'here is / here are.'

il y a

Il y a + noun usually indicates the existence of a person or a thing in the context of a particular setting. It is commonly translated as ‘there is’ or ‘there are.’ For example:

A Austin, **il y a** une grande université.	In Austin, there is a big university.
Dans cette université, **il y a** plusieurs animaux qui parlent le français!	At this university, there are several animals who speak French!
Parmi ces animaux, **il y a** des tatous, un escargot, une chatte, un écureuil, et plusieurs insectes! Attention!	Among these animals, there are armadillos, a snail, a cat, a squirrel, and several insects! Careful!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=171#audio-171-18

The negation of ‘il y a’ is **il n’y a pas**, ‘there is / are not’. You will also find these forms: **il n’y a plus**, ‘there is / are not anymore’, **il n’y a jamais,** ‘there is / are never’.

A Austin, **il n’y a jamais** de neige.	In Austin, there is never any snow.
Donc parmi ces animaux francophones, il **n**‘y a **pas** de pingouin!	So, among these French-speaking animals, there is no penguin!

The verb **avoir** in the expression **il y a** may be conjugated in any tense or mood, for example, in the past (**il y avait**, ‘there was’) or in the future (**il y aura**, ‘there will be.’)

voilà / voici

Voilà + noun and **voici + noun** are commonly translated as ‘here is/are’. They are used to indicate the sudden appearance of something or someone, to introduce people or ideas. Alternating between **voici** and **voilà** is common when referring to more than one item.

Tammy montre le campus à Tex: **Voici** la bibliothèque et **voilà** la célèbre tour!	Tammy is showing the campus to Tex: Here is the library, and there is the famous Tower.
Tex: Oui, oui …	Tex: Yes, yes …
Tammy présente Tex: Tex, **voici** Joe-Bob et Corey … et **voilà** Edouard qui arrive.	Tammy introduces Tex: Tex, here is Joe-Bob and Corey … and there comes Edouard.
Joe-Bob: Bonjour, Tex.	Joe-Bob: Hello, Tex.
Corey: Salut, Tex.	Corey: Hi, Tex.
Tex: Oh, la, la, de vrais Texans …	Tex: Oh, la, la, real Texans …

Troisième Partie: La salle de classe / Les exercises

Les
Exercices

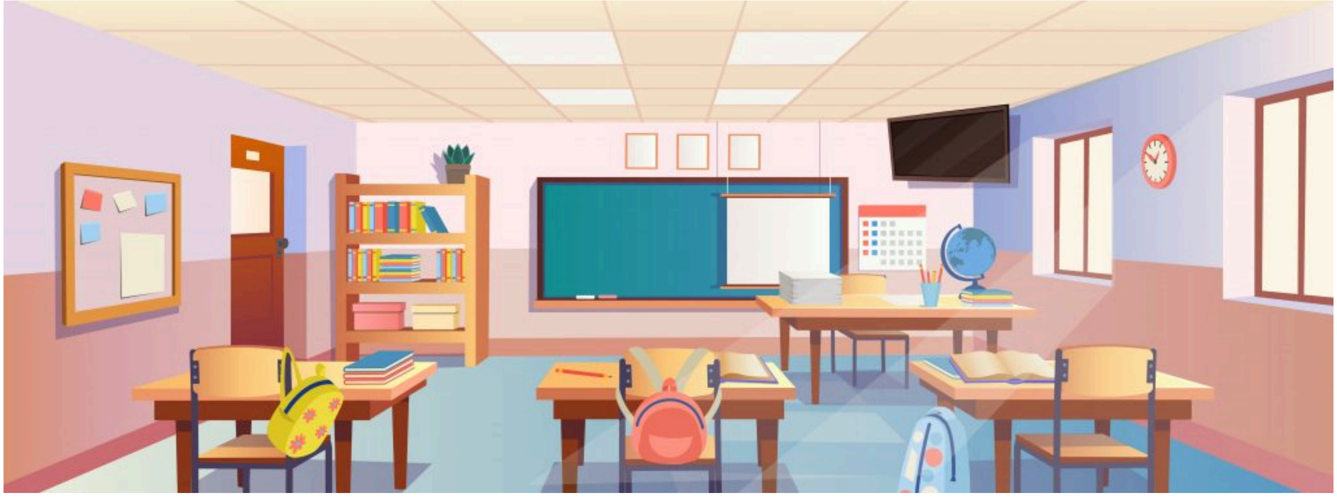

Illustration via freepik.com

Exercice 1 : Masculin ou féminin ?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=173#h5p-186

For an editable version of this activity, please use this link.

Exercice 2 : Singulier ou pluriel ?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=173#h5p-183

For an editable version of this activity, please use this link.

Exercice 3: Fill in the blanks

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=173#h5p-32

Exercice 4 : Grammaire

Image via freepik.com

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https://boisestate.pressbooks.pub/french101/?p=173#h5p-33

Exercice 5 : Grammaire

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Exercice 6. Écoutez

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For an editable version of this activity, please use this link.

Exercice 7. Reliez – match

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=173#h5p-35

Module 01: Cultural Reflection

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=319#h5p-40

Module 01: L’évaluation de la production écrite et l'expression orale

Instagram
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Photo via International Student Services at Boise State

International Student Services (ISS) is compiling a list of English speaking students who would like to serve as liaisons between incoming French speaking students at Boise State University and the Treasure Valley community. You decide to sign up as a liaison.

Part One:

Write a short biography of yourself, in French, to post on the ISC website. Include a greeting, your name, age, where you are from, birthday, your year of study at Boise State, and a good-bye.

Rubric, Part One:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
		Strong	Minimal	
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.	You have little accuracy even with memorized words.

Part Two:

You will now revise your biography from part one based on the feedback from your instructor. Next, you will record an introduction of yourself including this information to be posted on the Global Learning Opportunities website. This should be completed entirely in French. This video will help international students and community members to get to know you! Remember that the video should be polished and display enthusiasm. You may use one of the following tools to record your biography:

- Adobe Express Video (You can include accompanying visuals with this tool)
- Canva (You can include accompanying visuals with this tool)
- Record a video using a mobile device, tablet or web camera. (The WLRC has devices available for check

out!)

Rubric, Part Two:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
		Strong	Minimal	
Language Function	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
Comprehensibility	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or only understood with repetition.
Language Control	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Most of what is said may be unintelligible or only understood with repetition.

Module 01: Allez plus loin

Les nombres jusqu'à 69

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=1217#oembed-1

MODULE 02: ME VOICI!

Me voici!

How does my university experience compare and contrast to students from francophone cultures?

Photo by George Pak

Module 2 Learning Outcomes:

I can…

1. ask questions to gather information about someone else
2. describe my family
3. name the days of the week
4. name the months of the year
5. tell someone about my nationality, and the nationalities of others
6. talk about my pastime(s)
7. talk about my family members' pastime(s)
8. tell what my family members do (professions, studies, etc.)
9. talk about pastimes that I do not like
10. tell time (in official and non-official time)

Interpretive: Review a printed schedule from the Université du Québec à Montréal and answer corresponding comprehension questions.

Interpersonal: Compare your schedule while studying abroad with another student. You will also share what you like to do on campus and how you like to spend your free time.

Presentational: Showcase your life at Boise State University by writing an outline and later, creating a video that features the activities you like to do outside of class.

21st Century Skills:

- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.

Première Partie: L'identité / Les questions personnelles, le vocabulaire

Le
Vocabulaire

Photo by Olya Kobruseva

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

un nom (de famille)	last name
un prénom(s)	first (and middle) name(s)
l'âge (m)	age
la nationalité	nationality
la résidence actuelle	current address
la profession	profession
les passe-temps préférés (m)	pastimes
Comment vous appelez-vous?	What is your name?
Quel âge avez-vous?	How old are you?
Quelle est votre nationalité?	What is your nationality?
Vous êtes d'où?	Where are you from?
Où habitez-vous?	Where do you live?
Que faites-vous dans la vie?	What do you do for a living?
Quels sont vos passe-temps préférés?	What are your favorite pastimes?
un homme	man
une femme	woman, wife
où?	where?
quand?	when?
qui?	who?
comment?	how?
quel / quelle / quels / quelles	which?
pourquoi?	why?
parce que	because
une personne	person
j'ai … ans	I am… years old
Tu as quel âge ?	How old are you? (informal)
Vous avez quel âge ?	How old are you? (formal)
avoir	to have
quel âge a-t-il ?	How old is he?
quel âge a-t-elle ?	How old is she?
une fiche d'identité	an identification form
J'ai	I have
Tu as	You have
Il / elle / iel / on a	he/she/they/one has
vous avez	you have
ils / elles / iels ont	they have
nous avons	we have
l'Afrique (f) / africain (e)	Africa / African
l'Algérie (f) / algérien(ne)	Algeria / Algerian
le Maroc / marocain(e)	Morocco / Moroccan
le Sénégal / sénégalais(e)	Senegal / Senegalese

la Tunisie / tunisien(ne)	Tunisia / Tunisian
l'Amérique du Nord	North America
le Canada / canadien(ne)	Canada / Canadian
les Etats-Unis / américain(e)	United States / American
le Mexique / mexicain(e)	Mexico / Mexican
l'Amérique du Sud	South America
la Guyane française / guyanais(e)	French Guyana / Guyanese
l'Asie (f) / asiatique	Asia / Asian
la Chine / chinois(e)	China / Chinese
le Japon / japonais(e)	Japan / Japanese
le Vietnam / vietnamien(ne)	Vietnam / Vietnamese
l'Océanie	Oceania (the South Sea Islands)
l'Australie (f) / australien(ne)	Australia / Australian
l'Europe (f) / européen(ne)	Europe / European
l'Allemagne (f) / allemand(e)	Germany / German
l'Angleterre (f) / anglais(e)	England / English
la Belgique / belge	Belgium / Belgian
l'Espagne (f) / espagnol(e)	Spain / Spanish
la France / français(e)	France / French
l'Italie (f) / italien(ne)	Italy / Italian
la Suisse / suisse	Switzerland / Swiss

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=349#h5p-234

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=349#h5p-229

Crossword

Ten words are displayed at a time. Please refresh the page for a new puzzle with different words.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=349#h5p-231

Première Partie: L’Identité / Les questions personnelles; Explication de grammaire

La
Grammaire

In this section:

- Le verbe avoir – to have
- Forming Questions
- Basic Negation
- La nationalité

Le verbe avoir

The verb **avoir** is irregular in the present tense. Listen carefully to the pronunciation of the **–s** in the plural pronouns **nous, vous,** and **ils/elles/iels.** This **-s** is pronounced as a /z/ to link with the vowel sound in the plural forms of avoir. This liaison, or linking, is especially important in distinguishing **ils ont** (they have) from the third person plural of être **ils sont** (they are).

avoir ‘to have’	
j’ai	nous avons
tu as	vous avez
il/elle/iel/on a	ils/elles / iels ont
past participle: eu	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-1

Avoir is also used as an auxiliary in compound tenses (passé composé with avoir, plus-que-parfait, futur antérieur, etc.) Besides ownership, the verb avoir expresses age in French, unlike the English equivalent, which uses the verb 'to be.'

Tex, tu as des frères et des soeurs?	Tex, do you have brothers and sisters?
Tex: Oui, j'ai une soeur et un frère.	Tex: Yes, I have a sister and a brother.
Quel âge ont-ils?	How old are they?
Tex: Ma soeur Rita a 30 ans et mon frère Trey a 16 ans.	Tex: My sister Rita is 30 and my brother Trey is 16.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-2

Forming Questions

Image via Pexels

1. questions with intonation
2. questions using 'est-ce que…?'
3. questions using 'n'est-ce pas?'

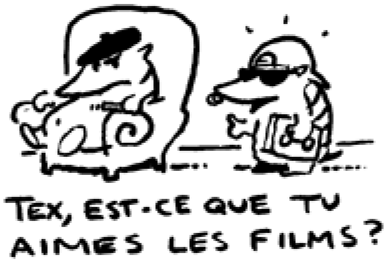
questions with intonation
One of the easiest ways to ask a question that may be answered by yes/no is to raise the pitch of your voice at the end of a statement. In a declarative statement, the pitch normally falls. Listen to the following dialogue and pay close attention to the intonation.

Tex: Trey, tu aimes la philosophie?	Tex: Trey, do you like philosophy?
Trey: Non. Je n'aime pas la philosophie.	Trey: No. I do not like philosophy.
Tex: Tu connais Sartre?	Tex: Do you know Sartre?
Trey: Non. Qui est-ce?	Trey: No. Who is that?
Tex: Gloups! C'est l'auteur du chef d'oeuvre existentialiste, La Nausée.	Tex: Gulp! He's the author of the existentialist masterpiece, Nausea.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-3

questions using 'est-ce que … ?'

Another way to ask a yes/no question is to place **est-ce que** before a statement. Note that **que** becomes **qu'** before a vowel.


TEX, EST-CE QUE TU AIMES LES FILMS?

Trey: Et toi, Tex, **est-ce que** tu aimes les films?	Trey: And you, Tex, do you like films?
Tex: Bien sûr, j'adore les films.	Tex: Of course, I adore films.
Trey: **Est-ce que** tu connais Yoda?	Trey: Do you know Yoda?
Tex: Non. Qui est-ce?	Tex: No. Who is that?
Trey: Duh …	Trey: Duh …

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-4

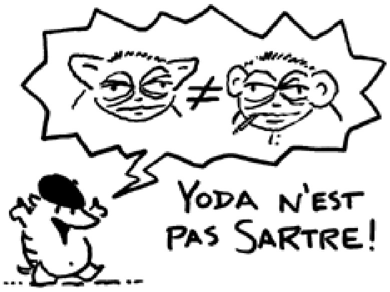
questions using 'n'est-ce pas ?'

N'est-ce pas? is added to the end of a yes/no question when the speaker expects an affirmative response.

Trey: Tu connais 'La guerre des étoiles,' **n'est-ce pas**? Yoda, c'est le petit sage.	Trey: You know 'Star Wars,' don't you? Yoda is the little wise man.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-5

Listen to the end of the dialogue:


YODA N'EST PAS SARTRE!

Trey: Yoda est mon héros. **Tu ne connais pas Yoda?**	Trey: Yoda is my hero. You don't know Yoda?
Tex: Ah, si, si, si*, je connais le petit philosophe. **Est-ce que** tu es fou? Yoda n'est pas Sartre.	Tex: Ah, yes, yes, yes, I do know the little philosopher. Are you crazy? Yoda is not Sartre.
Trey: Oh, mais la philosophie de Yoda est plus intéressante que la philosophie existentialiste de La Nausée! Tu es d'accord, **n'est-ce pas**?	Trey: Oh, but Yoda's philosophy is more interesting than the existentialist philosophy of La Nausée! You agree, don't you?
Tex: Quel crétin! Retourne à tes jeux électroniques!	Tex: What an idiot! Go back to your video games!

*Si is used to answer 'yes' to a negative question.

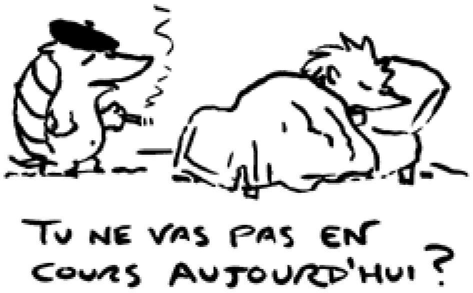
One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-6

Basic Negation

Photo via Pexels

ne…pas

Basic negation is formed by placing ne … pas around the conjugated verb. Ne becomes n' in front of a verb starting with a vowel or a mute h.


TU NE VAS PAS EN COURS AUJOURD'HUI ?

Tex: Tu **ne** vas **pas** en cours aujourd'hui, Tammy?	Tex: You're not going to class today Tammy?
Tammy: Non. Je **ne** vais **pas** bien. Je **ne** peux **pas** manger et j'ai mal à la tête.	Tammy: No. I am not well. I cannot eat and I have a headache.
Tex: Tu **n**'as **pas** de chance! Ce soir, il y a une fête chez Edouard!	Tex: That's too bad [literally 'you are not lucky']! Tonight there is a party at Edouard's!
Tammy: Tu **n'**es **pas** d'un grand réconfort, tu sais!	Tammy: You are not a lot of comfort, you know!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-7

In compound tenses, like the passé composé, the ne … pas are also placed around the conjugated verb, which is the auxiliary, avoir or être. In the periphrastic future, ne … pas goes around the verb aller.

Tex **n'a pas** été très gentil.	Tex was not very nice.
Tammy **ne** va **pas** passer la soirée chez Edouard.	Tammy is not going to spend the evening at Edouard's.

Note that in spoken French, the ne / n' is sometimes dropped. In familiar speech, tu is often pronounced as t' before a vowel.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-8

Tammy: Tex, t'es (tu es) **pas** très gentil.	Tammy: Tex, you are not very nice.

♫ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=342#audio-342-9*

La nationalité

Each country (*pays*) and continent (*continent*) have an adjective to describe people and things from that country/continent. The adjective to describe nationality changes depending on whether the person is masculine (ex : américain) or feminine (ex : américaine).

If the person is non-binary, a middot may be used in writing (ex: americain·e) but, as mentioned previously, there is no agreed upon way of pronouncing a word with a middot. When speaking, consider changing the structure of the sentence: "Iel vient d'États-Unis."

Note: In the French language, nationalities must be capitalized when used as nouns.
However, when they are used as adjectives, they do not need to be capitalized.
Exemple :
Mon copain est **c**anadien – ici, *canadien* est l'adjectif.
Je connais une **Q**uébecoise qui a le même nom de famille que moi – ici, *Québecoise* est un nom (noun)

Here, you will learn some nationalities that have common masculine/feminine endings in French. Note the (e)(ne) represents people who identify as feminine or feminine objects.

continents, pays, nationalités Pays / Nationalités	continents
un continent	*continent*
un pays	*country*
l’Afrique (f) / africain (e)	*Africa / African*
l’Algérie (f) / algérien(ne)	*Algeria / Algerian*
le Maroc / marocain(e)	*Morocco / Moroccan*
le Sénégal / sénégalais(e)	*Senegal / Senegalese*
la Tunisie / tunisien(ne)	*Tunisia / Tunisian*
l’Amérique du Nord	*North America*
le Canada / canadien(ne)	*Canada / Canadian*
les Etats-Unis / américain(e)	*United States / American*
le Mexique / mexicain(e)	*Mexico / Mexican*
l’Amérique du Sud	*South America*
la Guyane française / guyanais(e)	*French Guyana / Guyanese*
l’Asie (f) / asiatique	*Asia / Asian*
la Chine / chinois(e)	*China / Chinese*
le Japon / japonais(e)	*Japan / Japanese*
le Vietnam / vietnamien(ne)	*Vietnam / Vietnamese*
l’Océanie	*Oceania (the South Sea Islands)*
l’Australie (f) / australien(ne)	*Australia / Australian*
l’Europe (f) / européen(ne)	*Europe / European*
l’Allemagne (f) / allemand(e)	*Germany / German*
l’Angleterre (f) / anglais(e)	*England / English*
la Belgique / belge	*Belgium / Belgian*
l’Espagne (f) / espagnol(e)	*Spain / Spanish*
la France / français(e)	*France / French*
l’Italie (f) / italien(ne)	*Italy / Italian*
la Suisse / suisse	*Switzerland / Swiss*

Première Partie: L'Identité / Les questions personnelles, les exercices

Les
Exercices

Exercice 1. Singulier ou pluriel?

Directions: *French*– Ecoutez et décidez si le verbe est au singulier ou au pluriel. Ecoutez une deuxième fois et écrivez le pronom et le verbe.

Directions: *English* – Listen and decide if the verb is in the singular or plural form. Listen a second time and write the pronoun and the verb.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=572#audio-572-1

(For an accessible list of these phrases, please visit this document)

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To access an editable version of this activity, please use this link.

Exercice 2. Tu as quel âge?

Directions: *French* -Pensez à vos amis ou à votre famille. Répondez aux questions suivantes
Directions: *English* -Think about your friends or your family. Respond to the following questions.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=572#h5p-112

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Exercice 3: Séverine.

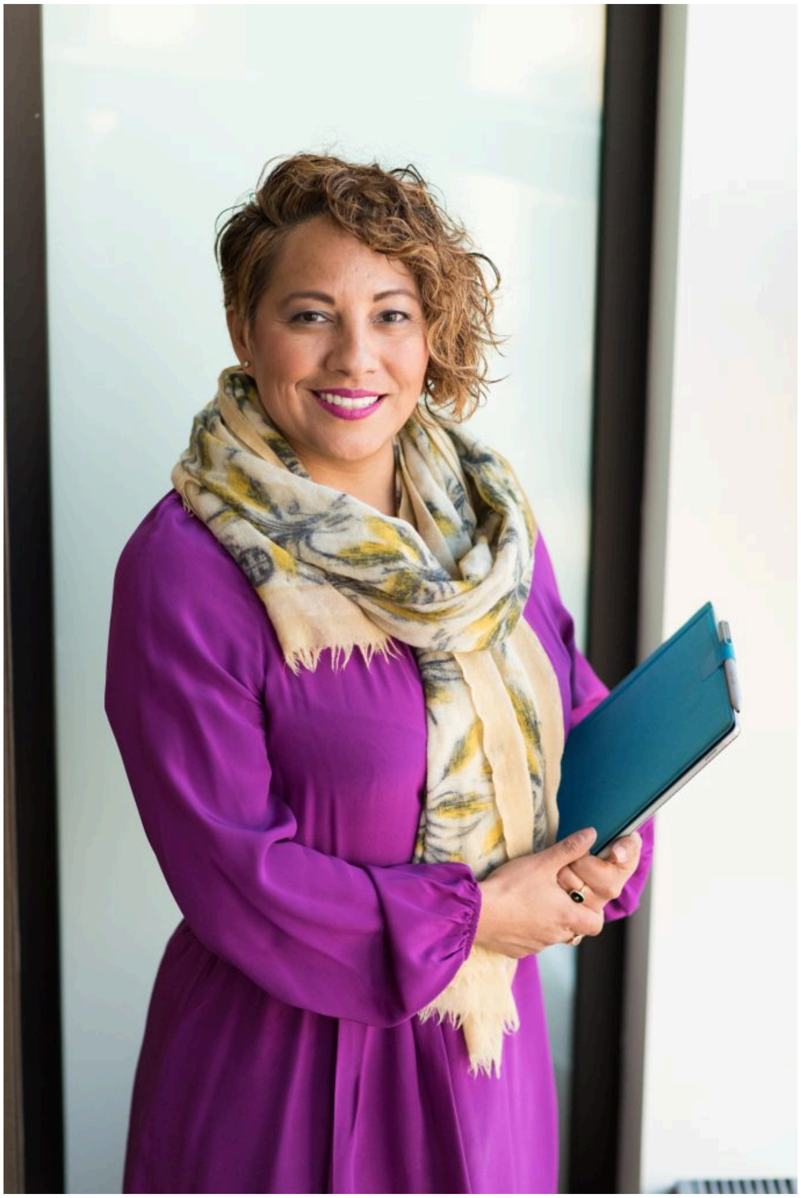

Photo via Pexels

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=572#h5p-113

Exercice 4. C’est moi.

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To access an editable version of this activity, please use this link.

Exercice 5: Grammaire Interactive

A.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=572#h5p-121

B.

Look at the questions in part A. What does quel mean? How can you explain the difference between quel, quelle, quels and quelles ?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=572#h5p-122

Exercice 6. Les adjectifs – la nationalité

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To access an editable version of this activity, please use this link.

Exercice 7. L’âge : Presentational Speaking

Vous avez quel âge ? To practice giving information, record yourself using www.vocaroo.com and give your name and age in French (you may make up your age). Then, give the name and age of 4 celebrities and their ages. For an added challenge, give the name and age of a famous set of twins. Hint: You will use the verb avoir to talk about age.

Deuxième Partie: La famille et les amis, le vocabulaire

Le
Vocabulaire

Photo by cottonbro

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

un homme	man
une femme	woman, wife
un mari	husband
un fiancé / une fiancée	fiancé / fiancée
des parents	parents, relatives
un père	father
une mère	mother
un/une enfant	child
un fils	son
une fille	daughter
un fils unique	only child (male)
une fille unique	only child (female)
un frère	brother
une soeur	sister
des grands-parents (m)	grandparents
un grand-père	grandfather
une grand-mère	grandmother
un petit-fils	grandson
une petite-fille	granddaughter
un petit-enfant	grandchild
un oncle	uncle
une tante	aunt
un neveu	nephew
une nièce	niece
un ami / une amie	friend
un/une camarade	friend
un copain / une copine	friend
mon, ma, mes	my (m, f, pl)
ton, ta, tes	your (m, f, pl)
son, sa, ses	his, her, its ones
leur/leurs	their, theirs
notre	our (singular)
nos	ours (plural)
votre	your (singular formal)
vos	your (plural formal)
Qu'est-ce qu'il/elle/iel fait?	What do(es) he/she/they do?
Qu'est-ce qu'ils/elles font?	What do they do?
Il est ... Elle est ...Iel est...	He/She is a/an, they are a/an ...

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=358#h5p-257

Spelling

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https://boisestate.pressbooks.pub/french101/?p=358#h5p-247

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=358#h5p-248

Non-binary options: Non-binary language in French (similar to English) continues to evolve. Here are some current options for talking about family relations.

Masculin	**Féminin**	**Neutre**	**Inclusif**
Homme	Femme	Lumme, Lœmme	Personne / humain
Garçon / fils	Fille	Fim	Personne / enfant
Père	Mère	Parent	Parent
Papa	Maman	Baba, Mapa, …	
Frère	Sœur	Adelphe, Froeur	Adelphe
Neveu	Nièce	Ness	Ness
Oncle	Tante	Toncle	Toncle
Tonton	Tata, tatie	Tonti	
Grand-père	Grand-mère	Grand-parent	Grand-parent
Papi, pépé	Mamie, mémé	Pami, Pémé	
Cousin	Cousine	Cousan	Cousan
Paternité	Maternité	Neuternité	Parentalité
Mari, Epoux	Femme, Epouse	Partenaire, Epouxe	Partenaire, Epouxe
Copain	Copine	Copan, copaine	Copan, copaine

Chart credit: “Petit dico de français neutre/inclusif”

Deuxième Partie: La famille et les amis, Explication de grammaire

La Grammaire

In this section:

- Possessive determiners
- Intro to Adjectives
- Placement of adjectives

Possessive Determiners

Image via Pexels

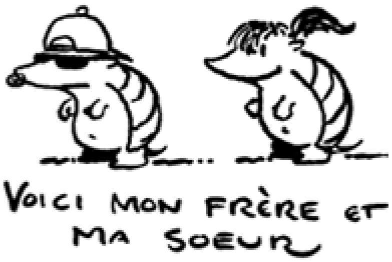
forms and uses

The possessive determiners serve to express ownership or possession (hence the name). They are also often called possessive adjectives because they agree in gender and number with the noun they introduce.

Masculine singular	Feminine singular	Plural	Non-binary	Translation
mon	**ma**	**mes**	**maon**	my
ton	**ta**	**tes**	**taon**	your (familiar)
son	**sa**	**ses**	**saon**	his, her, their or its
notre	**notre**	**nos**		our
votre	**votre**	**vos**		your (formal or plural)
leur	**leur**	**leurs**		their

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-1

Possessive articles, like all articles, must agree with the noun they modify. Thus, if the noun is feminine, the possessive article must be feminine, too. In the following example, the feminine noun **famille** requires a feminine form – **sa**. Note that **sa** has three potential translations in English: 'his,' 'her,' or 'its.' So, how do you know which meaning is intended? Context! Since the following example sentence refers to Tex, we know that **sa** means 'his.'


Voici mon frère et ma soeur

Tex présente **sa** famille: Voici **mon** frère, Trey, et **ma** soeur, Rita, avec **ses e**nfants et **leur** chien Fido. **Notre** famille est formidable!	Tex introduces **his** family. Here is **my** brother, Trey, and **my** sister, Rita with **her** children and **their** dog Fido. **Our** family is great!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-2

liaison

Do not forget to make the liaison between the plural forms of the possessive determiners and words that begin with a vowel sound. **Ma, ta, sa** become **mon**, **ton**, **son** in front of feminine nouns beginning with a vowel sound.

Tex continues his introductions:

Tex: Voici Tammy, mo**n a**mie, et se**s a**mies Bette et Fiona, c'est-à-dire **nos** amies.	Tex: Here is Tammy, **my** friend, and **her** friends, Bette and Fiona, that is to say, **our** friends.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-3

Listen to the dialogue:

Tammy parle avec Bette: Tex n'est plus **mon** ami! Il a complètement oublié **mon** cadeau et **notre** anniversaire! Il a oublié toutes **ses** promesses! Quel nul!	Tammy is talkin all **his** promises.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-4

Non-binary options:

As mentioned previously, non-binary language continues to evolve and many forms exist. We have chosen to include the options suggested by Dr. Kris Aric Knisely.

maon, saon, taon

Intro to Adjectives

Photo via Pexels

Describing friends and family

An **adjective** is a word that describes a noun or pronoun. The major differences between adjectives in French and English concern agreement and placement. In French, an adjective is usually placed after the noun it modifies and must agree in gender and number with the noun. In English, an adjective usually comes before the noun it modifies and is invariable, that is, it does not agree.

Tex est un tatou **philosophique.**	Tex is a **philosophical** armadillo.
Edouard est un escargot **raffiné.**	Edouard is a **refined** snail.
Joe-Bob est un écureuil **aimable.**	Joe-Bob is a **friendly** squirrel.
Bette est une chatte **capricieuse.**	Bette is a **temperamental** cat.
Corey est un cafard **ivre.**	Corey is an **intoxicated** cockroach.
Fiona est **travailleuse.** (f)	Fiona is **hard-working**.
Mais Joe-Bob n’est pas **travailleur.** (m)	But Joe-Bob isn’t **hard-working**.

JOE-BOB EST UN
ÉCUREUIL AIMABLE

adjective vs. adverb

It is common in nonstandard English for speakers to use adjectives in place of adverbs.

Joe-Bob says: “Gee, Tex writes real good.” (instead of: “Tex writes **well**.”)

Joe-Bob says “Gosh, Edouard, you walk real slow.” (instead of: “Edouard, you talk **slowly**.”)

French adjectives are rarely used in place of the adverbial form. Remember that adjectives modify nouns and adverbs modify verbs, adjectives, and other adverbs!

Tex écrit **bien**. (adverb modifies verb)	Tex writes **well**.
La poésie de Tex est **bonne**. (adjective modifies noun)	Tex’s poetry is **good**.

Placement of Adjectives

Icon via Flat Icon

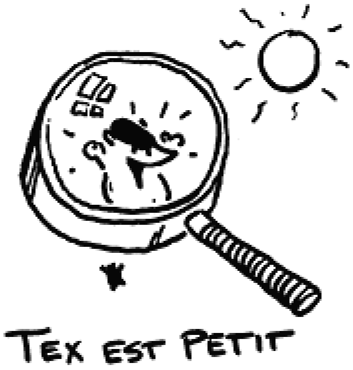
1. **formation**
2. **placement**

formation
Adjectives agree in both number and gender with the noun or pronoun they modify. For regular adjectives the masculine form is the base form to which endings are added. The feminine adjective is formed by adding an e. The plural adjective is formed by adding s. Listen to the recorded examples to hear the pronunciation of the different adjective forms:

masculine singular	feminine singular	masculine plural	feminine plural
petit	petit**e**	petit**s**	petit**es**

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-5

Note how the singular and plural forms of the masculine adjective sound the same, and the singular and plural forms of the feminine adjective also sound the same.



Tex est **petit**.	Tex is little.
Tammy est **petite**.	Tammy is little.
Tex et Trey sont **petits**.	Tex and Trey are little.
Tammy et Bette sont **petites**.	Tammy and Bette are little.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-6

The adjective takes the masculine plural when the nouns it modifies are of different genders: Tammy et Tex sont petits. (Tammy and Tex are little.)

Irregular adjectives do not follow the rules given above.

placement

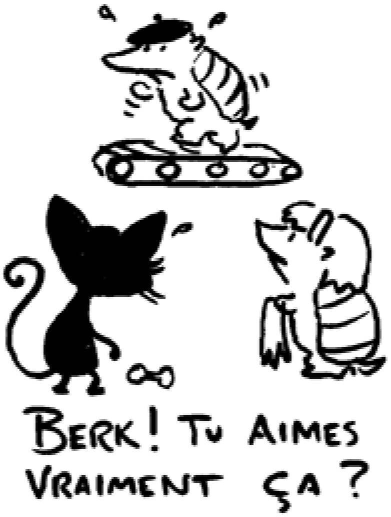
In French, most adjectives follow the noun, unlike in English, where the the adjective precedes the noun. Here are some examples of adjectives following the noun:

Tex porte toujours un béret **rond**, même quand il fait du sport. Il aime les romans **existentialistes**. Dans son enfance, Tex a habité chez des nonnes **catholiques**.	Tex always wears a round beret, even when he exercises. He likes existentialist novels. As a child, Tex lived with catholic nuns.
Tammy a un nez **pointu**. C'est une tatou **mince** et **sympathique**. Elle apprend la langue **française** et fait des études **littéraires**.	Tammy has a pointed nose. She is a slim and nice armadillo. She's learning the French language and is studying literature.
Bette est de caractère **méfiant**. Elle est d'humeur **changeante**. C'est une chatte très **maline**.	Bette has a mistrustful personality. She has changing moods. She's a very cunning cat.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-7

Note that there is a small group of adjectives that normally precede the noun. Some adjectives can also be placed before or after the noun but changing the position of the adjectives can modify their meaning.

Listen to this dialogue:


BERK! TU AIMES VRAIMENT ÇA ?

Tammy, Bette et Tex sont à Gregory Gym. Les deux filles parlent, puis se disputent, pendant que Tex fait son sport **annuel**.	Tammy, Bette and Tex are at Gregory Gym. The two girls talk, then argue, while Tex does his yearly workout.
Tammy: Regarde, Bette, comme ses ongles **jaune**s tapent sur le tapis **roulant** quand il court! Quel tatou **adorable**! Et ce museau **fin** et **pointu**, ces écailles **étincelante**s, ce corps **souple**, ces gestes et ces mouvements **pleins de** grâce …	Tammy: Bette, would you look at those yellow nails of his clicking on the tread mill when he runs! What an adorable armadillo! And that snout, so fine and pointy! Those shiny scales, that supple body, his every gesture and movement so full of grace …
Bette: Berk! Tu aimes vraiment ça!? Un corps **humide d**e sueur et un poil **gris** comme une boule de papier **mâché**! Oh mon dieu! Et cette odeur **désagréable**! Comme un rat **noyé**! Tu n'es pas **sérieuse**!	Bette: Yuck! You like that!? That clammy body, gray fur? Like a wad of paper maché! Oh, Lord! And that awful smell! Like a drowned rat! You're not serious!
Tammy: Bette, je ne suis pas idiote! Je connais tes intentions! Il est à moi!	Tammy: Bette, you don't fool me! I understand your intentions! He's mine!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=553#audio-553-8

Deuxième Partie: La famille et les amis, les exercices

Les
Exercices

Illustration via Freepik.com

Exercice 1: La famille : vocabulaire

`An interactive H5P element has been excluded from this version of the text. You can view it online here:`

https://boisestate.pressbooks.pub/french101/?p=574#h5p-192

Exercice 2: C'est qui ?

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https://boisestate.pressbooks.pub/french101/?p=574#h5p-193

Exercice 3: L'arbre généalogique

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https://boisestate.pressbooks.pub/french101/?p=574#h5p-194

Exercice 4: Possession

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https://boisestate.pressbooks.pub/french101/?p=574#h5p-195

Exercice 5: La famille de Madame Guilloteau

French instructions: La famille de Madame Guilloteau est grande. Dans les phrases suivantes, elle décrit sa famille.

English instructions: Mrs. Guilloteau's family is large. In the following sentences she describes her family. Fill in the correct words for each description. .

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=574#h5p-196

Exercice 6: Comment dit-on? How do you say…?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=574#h5p-124

Exercice 7: La famille de Franck Guilloteau

Listen and fill in the blanks in the description of Franck Guilloteau's family.

Photo via COERLL

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=574#audio-574-1

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=574#h5p-125

Exercice 8: Ma famille Presentational Speaking

Your Canadian host family is asking you about your family. Respond to the following prompt in French using www.vocaroo.com. Please remember that you can use your own family or an imaginary family – be creative! Mention at least 3 people.

Il y a combien de personnes dans ta famille ? Comment s'appellent-ils ? Quel âge ont-ils ? Comment sont-ils

?
Exemple : Mon père s’appelle Marc. Il a soixante-cinq ans. Il est intelligent et gentil.

Troisième Partie: Les passe-temps, le vocabulaire

Le
Vocabulaire

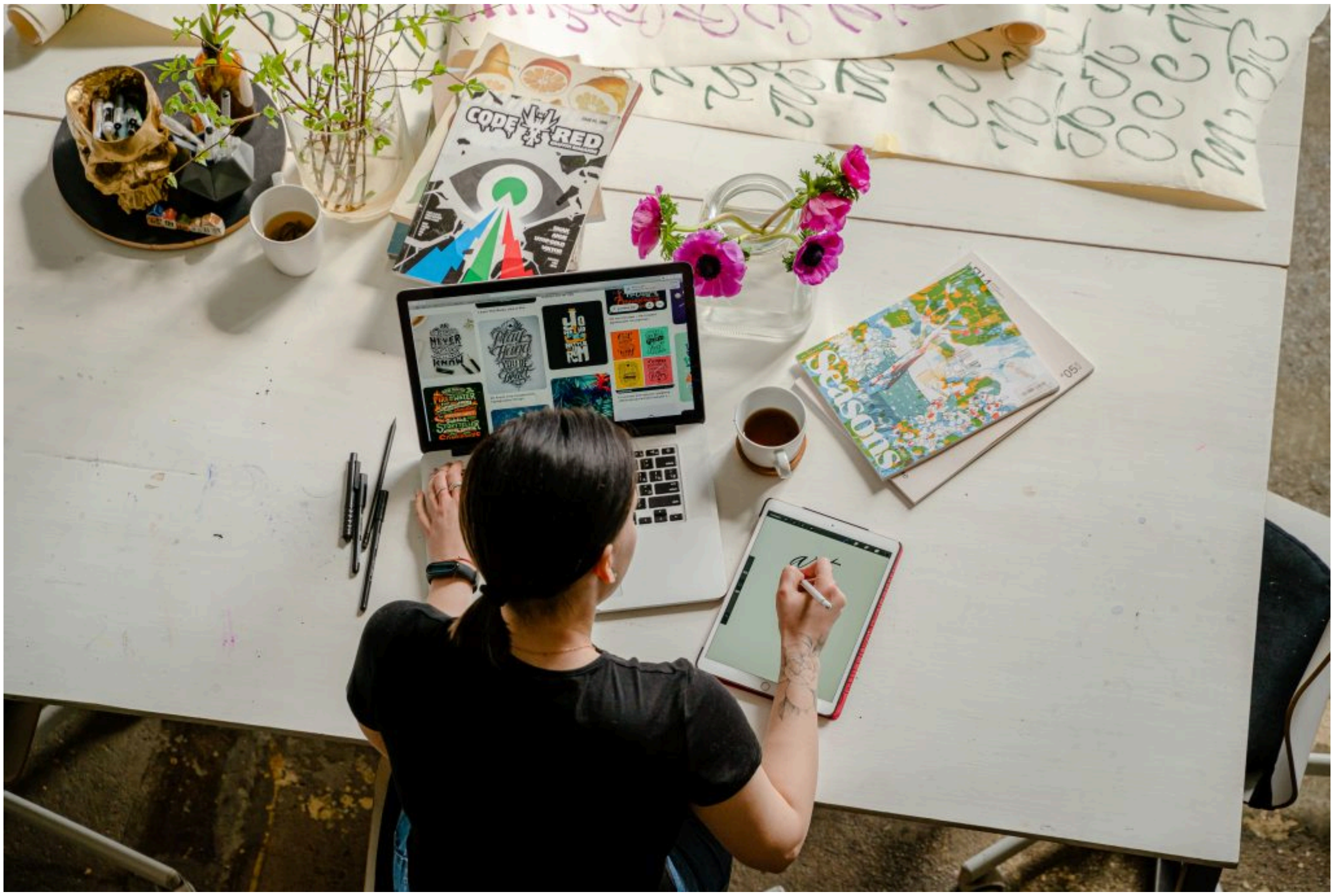

Photo by Antoni Shkraba

It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

quand?	when?
qui?	who?
comment?	how?
quel / quelle / quels / quelles	which?
pourquoi?	why?
parce que	because
trouver	to find
(Qui cherche, trouve!)	(Who looks for (searches), finds!)
tomber amoureux (de) /amoureuse (de)	to fall in love
embrasser	to kiss
écouter…	to listen to…
de la musique	music
chanter	to sing
danser	to dance
aimer	to like, to love
la musique classique	classical music
le jazz	jazz
le hip-hop	hip-hop
la techno	techno
le sport	sports
le tennis	tennis
le football	soccer
le basket	basketball
le golf	golf
le footing	running
préférer	to prefer
adorer	to adore
détester	to detest
habiter	to live
rester à la maison	to stay at home
étudier	to study
lire	to read
oublier	to forget
regarder la télévision	to watch television
téléphoner à	to telephone
parler	to speak
jouer au foot	to play soccer
jouer au tennis	to play tennis
jouer aux cartes	to play cards
jouer de la guitare	to play guitar
jouer du piano	to play piano

nager	to swim
rencontrer	to meet
rêver	to dream
travailler	to work
voyager	to travel
aussi	also
maintenant	now
plus tard	later
beaucoup	a lot
peu / un peu	little / a little
rarement	rarely
parfois	at times
quelquefois	sometimes
souvent	often
toujours	always
ne ... jamais	never
les passe-temps	pastime activities
les activités	activities
les divertissements	Entertainment, distractions
avoir besoin de...	to need
avoir envie de...	to want
avoir l'intention de...	to intend to
chercher	to look for

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=360#h5p-235

Spelling

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https://boisestate.pressbooks.pub/french101/?p=360#h5p-272

Crossword

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https://boisestate.pressbooks.pub/french101/?p=360#h5p-253

Troisième Partie: Les passe-temps, Explication de grammaire

La
Grammaire

In this section:

- Introduction aux adverbes
- Expressions avec avoir
- Verbes (ER)

Introduction aux adverbes

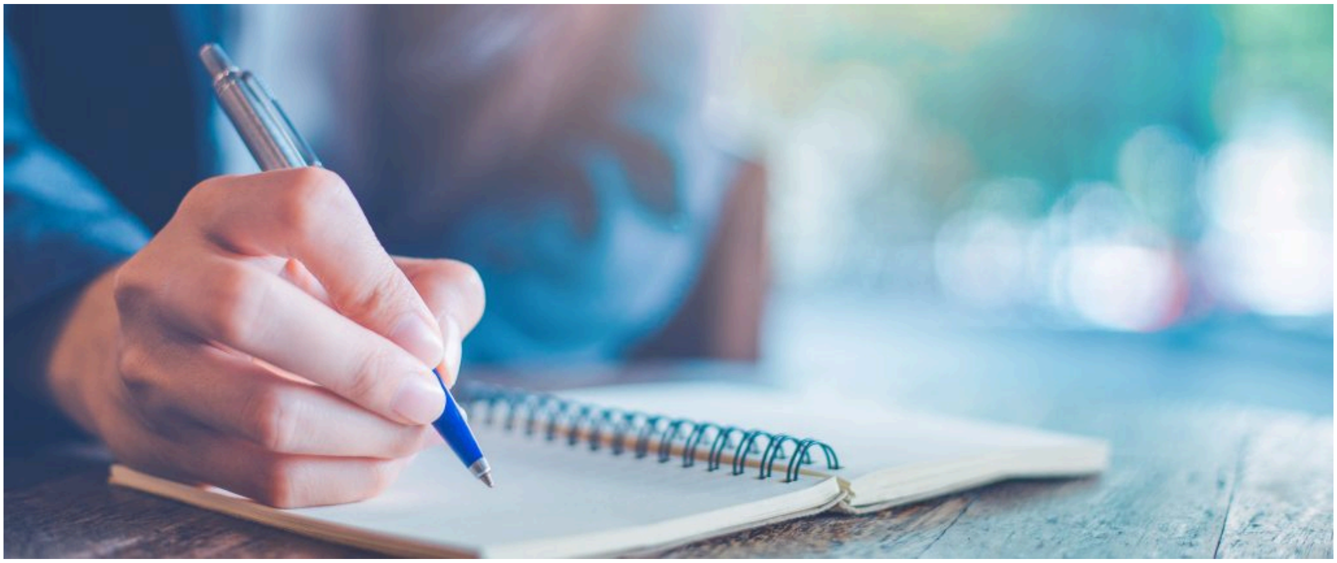

Photo via freepik.com

An adverb is a word that qualifies the action of the verb, that is, it specifies how or when the action is performed. In English, many adverbs are indicated by the **-ly** ending. In French, most adverbs end in **-ment**.

lentement	**slowly**
attentivement	**carefully**
souvent	**often**

Adverbs answer questions about the action: how? how much? when? and where? While most adverbs in French and English modify verbs, they can also modify other adverbs as well as adjectives.

verb modified by adverb	Ecoute attentivement.	Listen **carefully.**
adverb modified by adverb	trop lentement	**too** slowly
adjective modified by adverb	extrêmement silencieux	**extremely** quiet

Adverb vs. Adjective
It is common in non-standard English for speakers to use adjectives in place of adverbs.

Tex writes good. (instead of 'well')
Aggies talk too slow. (instead of 'slowly')

While this alternation is common in English, it is not common in French where adjectives are rarely used in place of the adverb. Remember that adverbs modify verbs (as well as other adverbs and adjectives) and adjectives modify nouns.

TeX
et
TEX ÉCRIT BIEN

Tex écrit **bien**.	Tex writes well.
La poésie de Tex est **bonne**.	Tex's poetry is good.

Expressions avec avoir

Photo via freepik.com

The verb **avoir** is irregular in the present tense. Listen carefully to the pronunciation of the **-s** in the plural pronouns **nous**, **vous**, and **ils/elles/iels**. This **-s** is pronounced as a **/z/** to link with the vowel sound in the plural forms of **avoir**. This **liaison**, or linking, is especially important in distinguishing **ils ont** (they have) from the third person plural of être **ils sont** (they are).

avoir 'to have'	
j'**ai**	nous **avons**
tu **as**	vous **avez**
il/elle/iel/on **a**	ils/elles/iels **ont**
past participle: **eu**	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=555#audio-555-1

Avoir is also used as an auxiliary in compound tenses (passé composé with avoir, plus-que-parfait, futur antérieur, etc.) Besides ownership, the verb **avoir** expresses age in French, unlike the English equivalent, which uses the verb 'to be.'

Tex, tu **as** des frères et des soeurs?	Tex, do you have brothers and sisters?
Tex: Oui, j'**ai** une soeur et un frère.	Tex: Yes, I have a sister and a brother.
Quel âge **ont**-ils?	How old are they?
Tex: Ma soeur Rita **a** 30 ans et mon frère Trey **a** 16 ans.	Tex: My sister Rita is 30 and my brother Trey is 16.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=555#audio-555-2

Verbes (ER)

Photo via freepik.com

There are three major groups of regular verbs in French: verbs with infinitives ending in –**er**, verbs with infinitives ending in –**ir**, and verbs with infinitives ending in –**re**. Since –**er** verbs are the most numerous, they are considered the first conjugation. To conjugate these verbs, drop the –**er** from the infinitive to form the stem. Next, add the –**er** endings to the stem. Different tenses have different endings.

The endings given below (-e, -es, -e, -ons, -ez, -ent) are for forming the present tense. The endings (–e, –es, –e, and –ent) are all silent. The only endings that are pronounced are the nous (–ons) and the vous (–ez) endings. The four silent endings form a boot shape in the verb conjugation.

parler **‘to speak’**	
je **parle**	nous **parlons**
tu **parles**	vous **parlez**
il/elle/iel/on **parle**	ils/elle/iels **parlent**
past participle: **parlé**	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=555#audio-555-3

Listen carefully to the following sentences. Note that the pronunciation of each of the verbs is the same even though the conjugations are spelled differently.

Tex, il **parle** français? Mais c'est un tatou.	Tex speaks French? But he's an armadillo.
Tex: Bien sûr je **parle** français etTammy, elle aussi, elle **parle** français.	Tex: Of course, I speak French and Tammy, too, she speaks French.
Eh bien dis donc, même les tatous **parlent** français au Texas?	Well, I'll be, even the armadillos speak French in Texas?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=555#audio-555-4

Here is a list of common –**er** verbs:

adorer, to adore
aimer, to like
aimer mieux, to prefer
chanter, to sing
chercher, to look for
danser, to dance
demander, to ask
détester, to hate, to detest
donner, to give
écouter, to listen to
étudier, to study
habiter, to live
jouer, to play
montrer, to show
présenter, to introduce
regarder, to watch
rencontrer, to meet (by chance)
rester, to stay, remain
téléphoner, to telephone
travailler, to work
trouver, to find

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=555#audio-555-5

Je changes to **j'** before a verb starting with a vowel or a silent **h** (ex.j'adore, j'habite). This phenomenon is known as **élision**. Listen to the following sentences. Can you hear the **élision** in the first two examples?

Tex: **J'**adore la musique rap et **j'**écoute souvent de la musique dans les clubs.	I love rap music and I often listen to music in clubs.
Je chante et je danse aussi.	I sing and I dance, too.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=555#audio-555-6

Note also that the **s** in plural pronouns (**nous**, **vous**, and **ils/elles/iels**) is usually silent except when it is followed by a verb that begins with a vowel sound. In such a case the silent **s** is pronounced as a **/z/** and links the pronoun to the verb. This phenomenon is called **liaison** ('linking') and is very characteristic of French. Listen carefully to the sentences below. Which sentences contain examples of **liaison**?

Tex et Tammy, ils **écoutent** de la musique canadienne avec Paw-Paw!	Tex and Tammy, they listen to Cajun music with Paw-Paw!
Tammy: Nous **adorons** danser.	Tammy: We love to dance.
Tex: Oui, oui, c'est vrai. Nous **dansons** beaucoup.	Tex: Yes, yes, that's true. We dance a lot.

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Troisième Partie: Les passe-temps, les exercices

Les
Exercices

Exercise 1. Le Sport

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To access an editable version of this activity, please use this link.

Exercise 2. Le Sport en France

Les ambassadeurs
Pass'Sport - Vincent Luis
par ministeredessports

Screenshot from sports.gouv.fr

French Directions: En France, le sport est une activité importante dans la vie des jeunes. Le ministre de la culture offre une réduction du prix d'adhésion d'un club de sport pour les jeunes entre 6 à 18 ans. Cette réduction a pour objectif d'encourager l'activité physique chez les jeunes.
Cliquez sur ce site. Il y a des vidéos des ambassadeurs de ce programme. Quels sports voyez-vous? Notez dans votre cahier.

English Directions: In France, sports are an important part of the life of young people. The Minister of Culture offers a price reduction on memberships to clubs for youths between 6 and 18 years. This reduction aims to encourage physical activity in the lives of young people.
Click on this site. There are videos by "ambassadors" of the program. What sports do you see? (free response).

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=576#h5p-127

Exercice 3: Guide de l'étudiant, Partie A.

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`view it online here:`
`https://boisestate.pressbooks.pub/french101/?p=576#h5p-128`

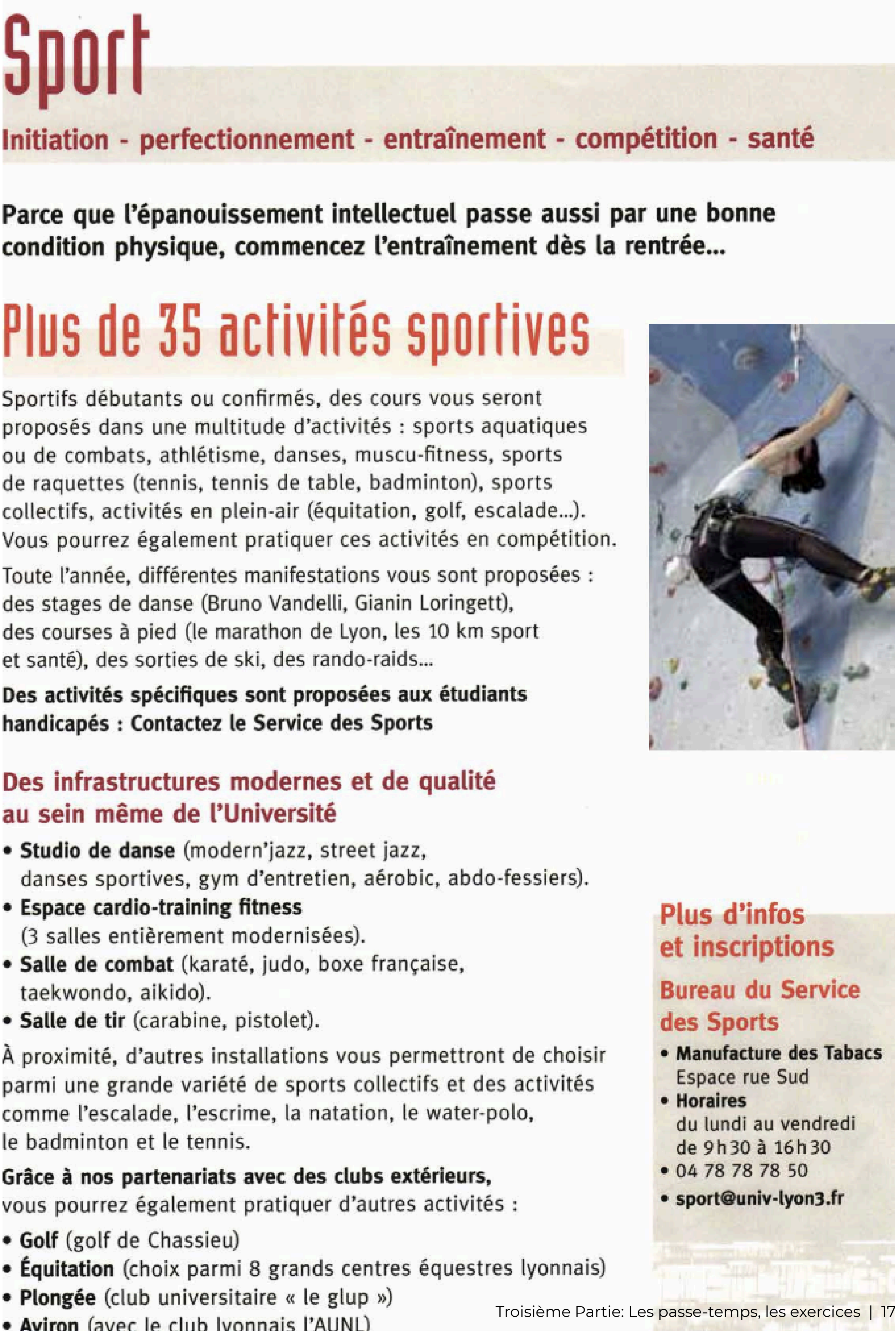
To access an editable version of this activity, please use this link.

This activity is adapted from Français interactif – chapter 2, exercice 10 – le sport à Lyon

Exercice 3: Guide de l'étudiant, Partie B.

Vocabulaire

Plein-air- Open-air/outdoor
Des cours vous seront proposes- Courses will be offered
Au sein- Within
Partenariat- Partnership
Infrastructures- Facilities
A proximité- Nearby
Du… Au…- From… to…



Sport

Initiation - perfectionnement - entraînement - compétition - santé

Parce que l'épanouissement intellectuel passe aussi par une bonne condition physique, commencez l'entraînement dès la rentrée…

Plus de 35 activités sportives

Sportifs débutants ou confirmés, des cours vous seront proposés dans une multitude d'activités : sports aquatiques ou de combats, athlétisme, danses, muscu-fitness, sports de raquettes (tennis, tennis de table, badminton), sports collectifs, activités en plein-air (équitation, golf, escalade…). Vous pourrez également pratiquer ces activités en compétition.

Toute l'année, différentes manifestations vous sont proposées : des stages de danse (Bruno Vandelli, Gianin Loringett), des courses à pied (le marathon de Lyon, les 10 km sport et santé), des sorties de ski, des rando-raids…

Des activités spécifiques sont proposées aux étudiants handicapés : Contactez le Service des Sports

Des infrastructures modernes et de qualité au sein même de l'Université

- **Studio de danse** (modern'jazz, street jazz, danses sportives, gym d'entretien, aérobic, abdo-fessiers).
- **Espace cardio-training fitness** (3 salles entièrement modernisées).
- **Salle de combat** (karaté, judo, boxe française, taekwondo, aikido).
- **Salle de tir** (carabine, pistolet).

À proximité, d'autres installations vous permettront de choisir parmi une grande variété de sports collectifs et des activités comme l'escalade, l'escrime, la natation, le water-polo, le badminton et le tennis.

Grâce à nos partenariats avec des clubs extérieurs, vous pourrez également pratiquer d'autres activités :

- **Golf** (golf de Chassieu)
- **Équitation** (choix parmi 8 grands centres équestres lyonnais)
- **Plongée** (club universitaire « le glup »)
- **Aviron** (avec le club lyonnais l'AUNL)

Plus d'infos et inscriptions

Bureau du Service des Sports

- **Manufacture des Tabacs**
  Espace rue Sud
- **Horaires**
  du lundi au vendredi
  de 9h30 à 16h30
- 04 78 78 78 50
- **sport@univ-lyon3.fr**

Poster from p.43 of FI, COERLL French Department

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Exercice 4: Qu'est-ce qu'ils font?

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Exercice 5: Les activités – singulier ou pluriel ?

Directions: *French*– Ecoutez et décidez si le verbe est au singulier ou au pluriel. Ecoutez une deuxième fois et écrivez le pronom et le verbe.

Directions: *English* – Listen and decide if the verb is in the singular or plural form. Listen a second time and write the pronoun and the verb.

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To access an editable version of this activity, please use this link.

Exercice 6. Les activités de la famille Simpson

Logo by 20th Century Animation

A.

Pensez à la famille Simpson. Décidez si les phrases suivantes sont vraies ou fausses.
Think of the Simpson Family. Decide if the following sentences are true or false.
If you are unfamiliar with the Simpsons, focus on reading for comprehension.

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B.

Maintenant, complétez les phrases suivantes avec un des verbes de la liste. (Vous allez utiliser un des verbes deux fois.)
Now complete the sentences with one of the verbs from the list below. You will use one of the verbs twice.

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https://boisestate.pressbooks.pub/french101/?p=576#h5p-117

Exercice 7. Tes passe-temps

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Exercice 8. Quel verbe?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=576#h5p-119

Quatrième Partie: L'heure, le vocabulaire

Le Vocabulaire

Photo by: Stas Knop

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

l'heure (f)	the time
Quelle heure est-il?	What time is it?
Il est huit heures.	It's 8 o'clock.
Il est huit heures dix.	It's ten after 8.
Il est huit heures et quart.	It's quarter after 8.
Il est huit heures vingt-cinq.	It's twenty-five after 8.
Il est huit heures et demie.	It's eight-thirty.
Il est neuf heures moins vingt.	It's twenty to nine.
I**l est neuf heures moins le quart.**	It's quarter to nine.
Il est midi.	It's noon.
Il est midi et demi.	It's twelve-thirty.
Il est minuit.	It's midnight.
Il est trois heures…	It's three o'clock…
du matin	in the morning (3 a.m.)
de l'après-midi	in the afternoon (3 p.m.)
Il est sept heures…	It's seven o'clock…
du soir	in the evening (7 p.m.)
Il est 10h.	It's 10 a.m.
Il est 12h05.	It's 12:05 p.m.
Il est 13h15.	It's 1:15 p.m.
Il est 15h35.	It's 3:35 p.m.
Il est 18h45.	It's 6:45 p.m.
Il est 22h59.	It's 10:59 p.m.
À quelle heure est-ce que vous avez…	At what time do you have….?
À quelle heure est-ce que tu as	At what time do you have…?
un emploi du temps	schedule
tôt	early
tard	late
et quart	quarter past
et demie	half past
moins le quart	quarter to

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=364#h5p-237

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=364#h5p-254

Crossword

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https://boisestate.pressbooks.pub/french101/?p=364#h5p-255

Quatrième Partie: L'heure, Explication de grammaire

La
Grammaire

L'heure

In French, you may ask the time in one of two ways :

1. Quelle heure est-il ? (informal).
2. Est-ce que vous avez l'heure / Est-ce que tu as l'heure ? (formal).

Time can be expressed by using the following expressions:
“**Il est**” + the hour + minutes – il est huit heure**s** – Il est 8h00. Notice that there is an **s** on heures.
Il est une heure – il est 1h00. Heure**s** becomes heure (singular) in this case because there is only one hour. Note that even if it's “8h00”, you'll still use “il est” and not “ce sont”
Regardez la vidéo et prenez des notes

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=362#oembed-1

Note: Military time, or the 24 hour clock is used to express official time, such as for movie time, meeting times and train or bus schedules.
In order to express this time, any hour past 12PM (noon) will be added to 12.

-1PM would be “une heure,” unofficially, and “treize heures,” officially (13h).

-3:30PM would be “trois heures et demie (de l’après midi),” unofficially, and “quinze heures trente,” officially (15h30).

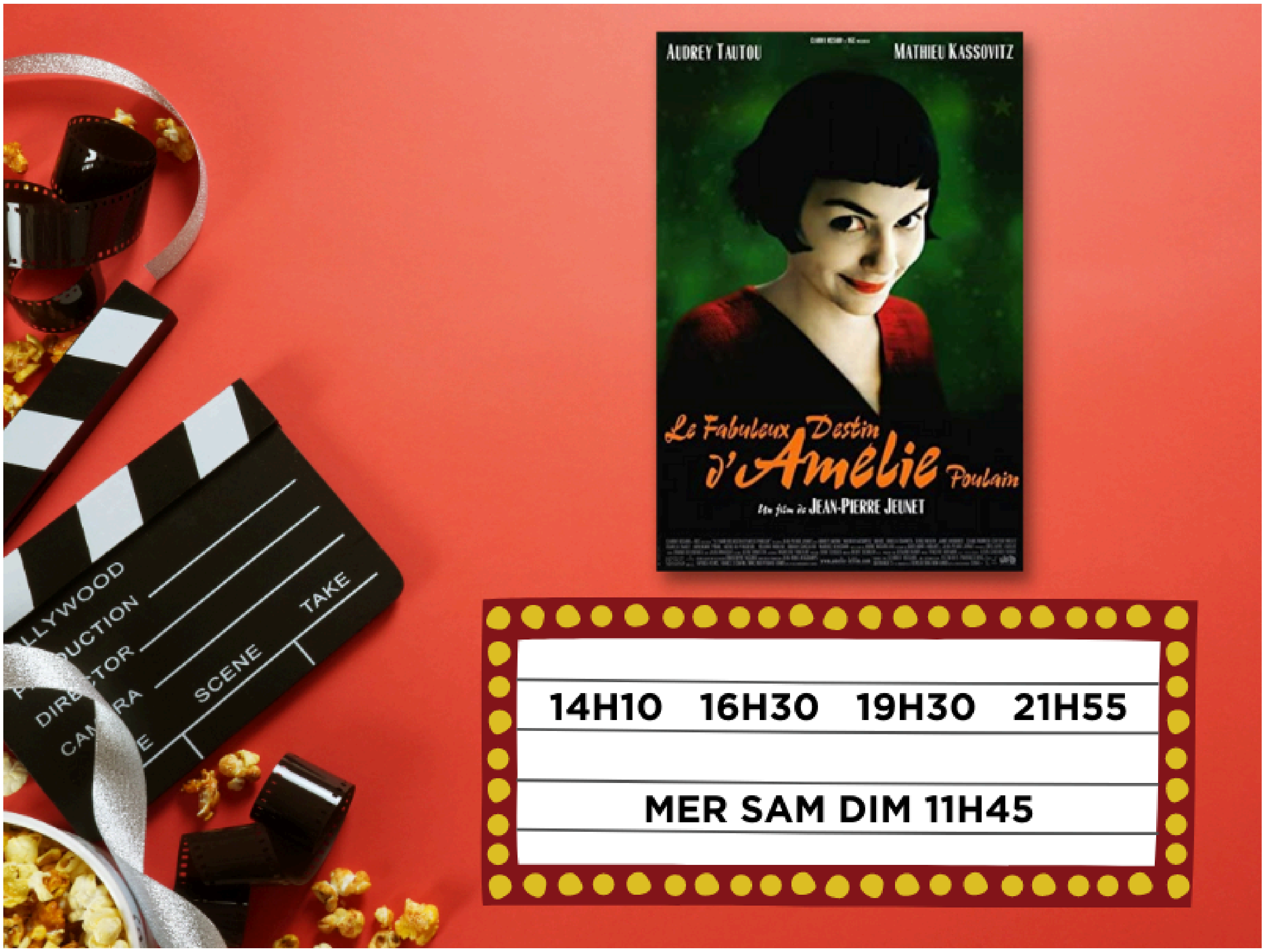
-9:40AM would be “dix heures moins vingt,” unofficially, and “neuf heures quarante,” officially (09h40).

When using the 24 hour clock, unofficial terms such as “et demie” or “et quart” will not be used.

Quatrième Partie: L’heure, les exercices

Les Exercices

Exercice 1. Le cinéma


AUDREY TAUTOU
MATHIEU KASSOVITZ
Le Fabuleux Destin d'Amélie Poulain
Un film de JEAN-PIERRE JEUNET
14H10 16H30 19H30 21H55
MER SAM DIM 11H45
SCENE
TAKE

Graphic based on FI p. 49, Amelie poster included under fair use as described in the CBPFUOER.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=578#h5p-130

Exercice 2. Il est quelle heure ?

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https://boisestate.pressbooks.pub/french101/?p=578#h5p-131

Exercice 3. L'heure ?

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https://boisestate.pressbooks.pub/french101/?p=578#h5p-132

For an accessible version of the table, please use this link.

Exercice 4. A quelle heure ?

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https://boisestate.pressbooks.pub/french101/?p=578#h5p-133

To access an editable version of this activity, please use this link.

Exercice 5. L'heure

Ecoutez et complétez les phrases suivantes.
Listen and take notes as you listen to the dialogue. Reconstruct the text with as many details as possible.

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An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=578#h5p-134

Exercice 6. Essayez – try

A. Watch the following video and pay careful attention to the pronunciation:

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=578#oembed-1

B. Révisez la prononciation! Répondez aux questions suivantes en phrases complètes en suivant les indications données. (Review prononciation! Respond to the following questions in full sentences using the prompts given.):

Modèle:
Quelle heure est-il? (9h00)
Il est neuf heures du matin.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=578#audio-578-2

The tool below will allow you to record a response. You may also use Vocaroo to record yourself. Please be sure to click the download button to save your recording so that you may upload it to Google Classroom.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=578#h5p-184

Exercice 7. Grammar: Saying the time

Photo by Black ice via Pexels

Visit this link to complete an additional exercise to practice saying the time.

Module 02: Cultural Reflection

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=321#h5p-39

Module 02: L’évaluation de la production écrite et l'expression orale

Photo by Boise State Department of World Languages

Before you leave for Montréal you are going to make your own video about what your life is like at Boise State University to share with the new friends you make. Using your phone or computer make a video to showcase the activities you do in Boise outside of class, both on and off campus and the some buildings where you have your courses. Things to consider include sports that you play and where you play them, and activities related to the arts such as music, film, theater, and visual arts. You may want to include where you eat and/or cook, activities you do at the Student Union Building or in the library. Off campus activities may include where you shop, activities on the Greenbelt or at the river, and skiing, snowboarding, or skateboarding.

Part One:

To begin this assignment, you will create an outline of the activities you plan to showcase in your video. You should include at least 4 locations, including the location where you have at least one class at Boise State. For each location, you should write a full sentence describing what you do at this location and how often you participate in that activity.

- For example if you are writing about your kitchen you may say, "Ici, je fais à manger tous les jours."
- When showing a building on campus where you have a class, be sure to name the specific course that you take in the building, the days of week you have the class and the time it starts.

Rubric, Part One:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
		Strong	Minimal	
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.	You have little accuracy even with memorized words.

Part Two:

You will now revise your outline based on the feedback from your instructor. Next, you will record your video to share with new friends and classmates in Montreal. Remember that YOU MUST SPEAK ONLY IN FRENCH DURING THE ENTIRE VIDEO.

1. For your video you must include at least 4 locations. At least one location must be where you have a class at Boise State.
2. For each location tell the viewer which activity you do at this location and how often you participate in that activity.
    - For example if you are showing your kitchen you may say, "Ici, je fais à manger tous les jours."

    - When showing a building on campus where you have a class, name the specific course that you take in the building, the days of week you have the class and the time it starts.

3. Remember that the video should be polished and display enthusiasm. You may use one of the following tools to record your video:
    - Adobe Express Video (You can include accompanying visuals with this tool)
    - Canva (You can include accompanying visuals with this tool)
    - Record a video using a mobile device, tablet or web camera. (The WLRC has devices available for check out!)

Submit your completed video on Google Classroom by the date listed in your course calendar.

Rubric, Part Two:

Criteria	**Exceeds Expectations**	**Meets**	**Expectations**	**Does Not Meet Expectations**
		Strong	Minimal	
Language Function	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
Comprehensibility	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or only understood with repetition.
Language Control	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Most of what is said may be unintelligible or only understood with repetition.

Module 02: Allez plus loin

MODULE 03: LES VACANCES

Les Vacances

How do people from Francophone cultures take time away from their busy lives to relax and explore the world?

Photo by Nubia Navarro

Module 3 Learning Outcomes:

I can…

1. talk about the weather
2. discuss which season I prefer and why
3. discuss a French-speaking destination I would like to visit and why
4. talk about where I like to go and what I like to do on vacation
5. tell someone about my favorite pastimes and activities
6. tell someone what types of activities one can enjoy in different types of weather, and in various places
7. tell someone what I generally do on the weekends
8. tell someone what I am going to do next weekend

Interpretive: Read an infographic about what French people and people from the Occitanie region do during their vacations.

Interpersonal: Discuss a Francophone travel destination and plan what you will do your first few days of your trip. You will decide where you want to go and chat with your partner to make sure you select activities you both will enjoy.

Presentational: Write and design a postcard that you will send back home to friends while travelling abroad in a Francophone destination.

21st Century Skills:

- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.

Première Partie: Le temps / les saisons / les chiffres 70 à 100, le vocabulaire

Le
Vocabulaire

Photo by: Binyamin Mellish

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

Quel temps fait-il?	What's the weather like?
Il fait du soleil. / Il y a du soleil.	It's sunny
Il fait frais.	It's cool
Il fait mauvais.	The weather is bad
Il fait froid.	It's cold
Il fait du brouillard. / Il y a du brouillard.	It's foggy
Il fait du vent. / Il y a du vent.	It's windy
Il y a des nuages.	It's cloudy
Il y a des orages.	It's stormy
Il pleut.	It's raining
Il neige.	It's snowing
le printemps / au printemps	spring/ in the spring
l'été (m) / en été	summer/in the summer
l'automne (m) / en automne	fall/in the fall
l'hiver (m) / en hiver	winter/ in the winter
un million	1.000.000
mille	1.000
cent	100
quatre-vingt-dix-neuf	99
quatre-vingt-dix-huit	98
quatre-vingt-dix-sept	97
quatre-vingt-seize	96
quatre-vingt-quinze	95
quatre-vingt-quatorze	94
quatre-vingt-treize	93
quatre-vingt-douze	92
quatre-vingt-onze	91
quatre-vingt-dix	90
quatre-vingt-neuf	89
quatre-vingt-huit	88
quatre-vingt-sept	87
quatre-vingt-six	86
quatre-vingt-cinq	85
quatre-vingt-quatre	84
quatre-vingt-trois	83
quatre-vingt-deux	82
quatre-vingt-un	81
quatre-vingts	80
soixante-dix-neuf	79
soixante-dix-huit	78
soixante-dix-sept	77

soixante-seize	76
soixante-quinze	75
soixante-quatorze	74
soixante-treize	73
soixante-douze	72
soixante-onze	71
soixante-dix	70

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

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https://boisestate.pressbooks.pub/french101/?p=379#h5p-238

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it

online here:
https://boisestate.pressbooks.pub/french101/?p=379#h5p-258

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=379#h5p-259

Première Partie: Le temps/ les saisons/les chiffres 70 à 100, Explication de grammaire

La
Grammaire

In this section:

- le verbe faire
- la météo
- prépositions géographiques

le verbe faire

Image via Pexels

The verb **faire** is irregular in the present tense.

faire ‘to do, to make’	
je **fais**	nous **faisons**
tu **fais**	vous **faites**
il/elle/iel/on **fait**	ils/elles/iels **font**
past participle : **fait**	

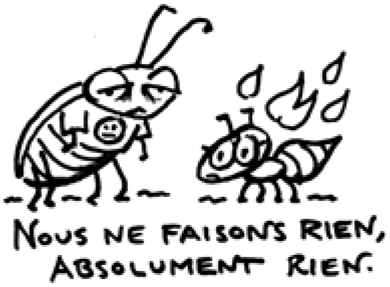
One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-1

Note the vous form **faites**. It is unusual because it does not end in **-ez**. **Faire** is one of only three verbs where this is the case (The others are **être**: vous **êtes**, and **dire**: vous **dites**). You may notice, too, the similarity in the third person plural forms of **aller**, **être**, and **faire**:

ils vont (they go),
ils sont (they are), and
ils font (they do/make).

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-2

Listen carefully to the following sentences. Although **faire** is often used in a question, it does not automatically have to be used in the response.


NOUS NE FAISONS RIEN, ABSOLUMENT RIEN.

Tex: Salut tout le monde. Qu'est-ce qu'on **fait**?	Tex: Hey everyone. What's everybody doing?
Corey: Pas grand-chose.	Corey: Not much.
Fiona: Nous ne **faisons** rien, absolument rien.	Fiona: We're not doing anything, absolutely nothing.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-3

Faire is used in many **expressions**, including weather, sports, and household tasks

la météo

The verb **faire** is used in many impersonal weather expressions.

Quel temps fait-il? What's the weather like?

Il fait beau. It's beautiful.

Il fait chaud. It's hot.

Il fait du brouillard. It's foggy.

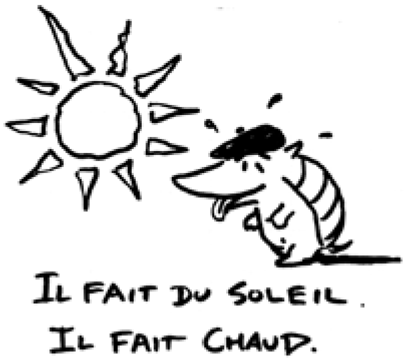
Il fait du soleil. It's sunny.

Il fait du vent. It's windy.

Il fait frais. It's cool.

Il fait froid. It's cold.

Il fait mauvais. It's bad.


IL FAIT DU SOLEIL.
IL FAIT CHAUD.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-4

Other weather expressions which do not use **faire** include:

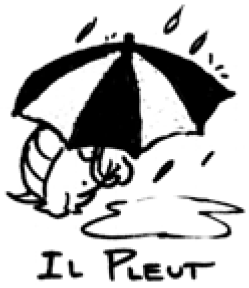
Il y a des nuages. It's cloudy.

Il y a des orages. There are storms.

Il y a de l'orage. It's stormy.

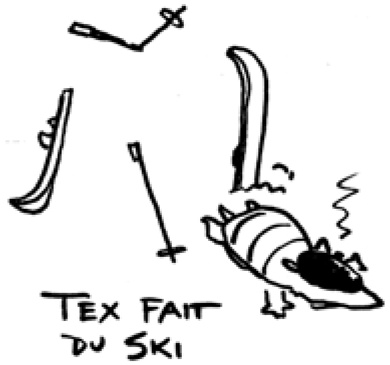
Il pleut. It's raining.

Il neige. It's snowing.



One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-5

Faire is also used to talk about sports and leisure activities. Here is a list of common expressions.



faire de la bicyclette, to go bicycle riding

faire du bateau, to go boating

faire de la lecture, to read

faire de la planche à voile, to go windsurfing

faire des randonnées, to go hiking

faire du ski, to go skiing

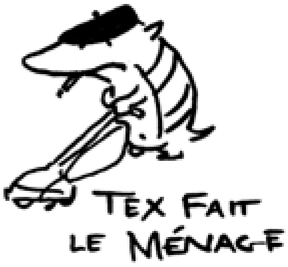
faire du vélo, to go bicycle riding, cycling

faire de la voile, to go sailing

faire une promenade, to take a walk

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-6

Faire is also used in many expressions dealing with household chores.



faire des achats (du shopping), to go shopping

faire la cuisine, to do the cooking

faire des courses, to run errands

faire la lessive, to do the laundry

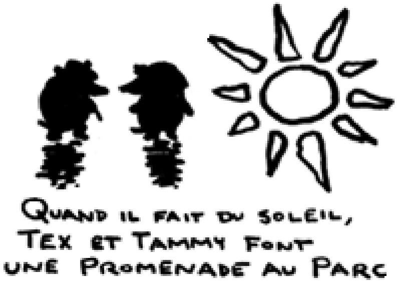
faire le lit, to make the bed

faire le marché, to do the grocery shopping

faire le ménage, to do the housework

faire la vaisselle, to do the dishes

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-7



Quand il **fait** du soleil, Tex et Tammy **font** une promenade dans le parc.	When it's sunny, Tex and Tammy take a walk in the park.
Quand il **fait** mauvais, Tex **fait** le ménage et Tammy **fait** de la lecture.	When the weather's bad, Tex does the housework and Tammy reads.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-8

prépositions géographiques

Prepositions are used in expressions which relate where you are, where you are going and where you are coming from. The preposition used in such expressions depends on the geographic location discussed.

geographic location	*to/in*	*from*
	à	**de (d')**
cites (Paris, Londres, Austin)	à Paris	d'Austin
islands (Cuba, Tahiti)	à Cuba	de Tahiti
feminine (usually ending in -e)	**en**	**de (d')**
countries (la France)	en France	de France
states (la Californie)	en Californie	de Californie
provinces (la Bourgogne)	en Bourgogne	de Bourgogne
continents (l'Europe)	en Europe	d'Europe

EN CALIFORNIE

AU CANADA

À CUBA

masculine	**au**	**du**
countries (le Canada)	au Canada	du Canada
provinces/states (le Colorado)	au Colorado	du Colorado
masculine beginning with a vowel	**en**	**de (d')**
countries (l'Iran)	en Iran	d'Iran
provinces/states (l'Ontario)	en Ontario	d'Ontario
	aux	**des**
plural countries and regions (les Etats-Unis)	aux Etats-Unis	des Etats-Unis

EN FRANCE

EN IRAN

AUX ÉTATS-UNIS

♫ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-9*

Tex est né **au** Texas, bien sûr. Mais par accident il a grandi **en** Europe. Comment expliquer cette histoire incroyable?	Tex was born in Texas, of course, but by accident he grew up in Europe. How de we explain this unbelievable story?
Eh bien, quand il était tout petit, on l'a mis dans un avion avec les bagages **à** l'aéroport Bush International **à** Houston.	Well, when he was very little, he was put with the luggage in a plane at Bush International Airport in Houston.
Son avion est arrivé **à** Paris (**en** France) où il a rencontré des nonnes françaises qui venaient de faire un voyage **aux** Etats-Unis. Elles arrivaient **de** Houston, elles aussi. Quelle coïncidence!	His plane arrived in Paris (in France) where he met some French nuns who had just taken a trip to the United States. They, too, were arriving from Houston. What a coincidence!
Elles ont eu pitié de ce pauvre tatou égaré et elles l'ont emmené au couvent **à** Lyon. Tex a vécu heureux chez les nonnes pendant plusieurs années.	They took pity on this poor lost armadillo and they took him to their convent in Lyon. Tex lived happily with the nuns for several years.
Malheureusement, un jour il a été expulsé **de** France, et il est retourné dans son pays natal, c'est-à-dire au Texas!	Unfortunately, one day he was deported from France and he returned to his native country, that is, to Texas!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=525#audio-525-10

Première Partie: Le temps/ les saisons/les chiffres 70 à 100, les exercices

Les
Exercices

Exercice 1. Interpretive Reading- La météo

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-137

Exercice 2. Interpretive Listening- Le temps

Listen to the following statements and for each one, select all images that accurately represent the phrase.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=749#audio-749-1

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-139

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An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-141

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An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-142

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An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-143

Exercice 3. Interpretive Listening- Bulletin Météo

Métëo-France Logo

Météo-France is the French national meteorological service. Watch the following video of a weather forecast and answer the comprehension questions as they appear on the screen.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-175

Activity based upon FLE Video Activity via Partage dans les Mêmes Conditions 3.0 non transposé (CC BY-SA 3.0)

Exercice 4. Quel temps fait-il en France aujourd'hui ?

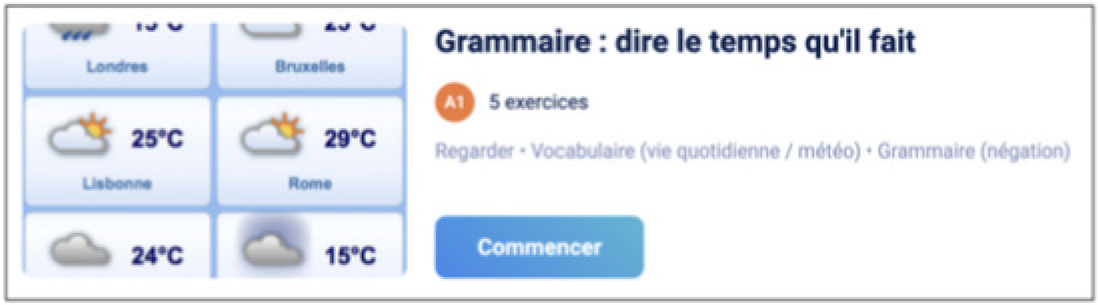
An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=749#h5p-144

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=749#h5p-145

For an editable version of this document, please use this link.

Exercice 5. Interpretive Reading and Listening, Presentational Writing

1. Visit the TV5 Monde website.
2. To begin, listen to the vocabulary pronounced by clicking on the 🔊 symbol.
3. Next, scroll down to the A1 exercises and click "Commencer" and follow the instructions.

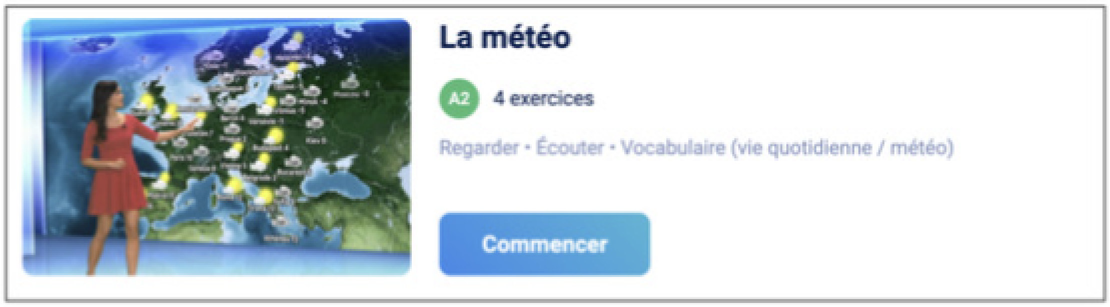


Grammaire : dire le temps qu'il fait

5 exercices

Regarder • Vocabulaire (vie quotidienne / météo) • Grammaire (négation)

4. For more of a challenge, try the A2 exercises. You may need to use WordReference to look up additional words. Click "Commencer" and follow the instructions.



La météo

4 exercices

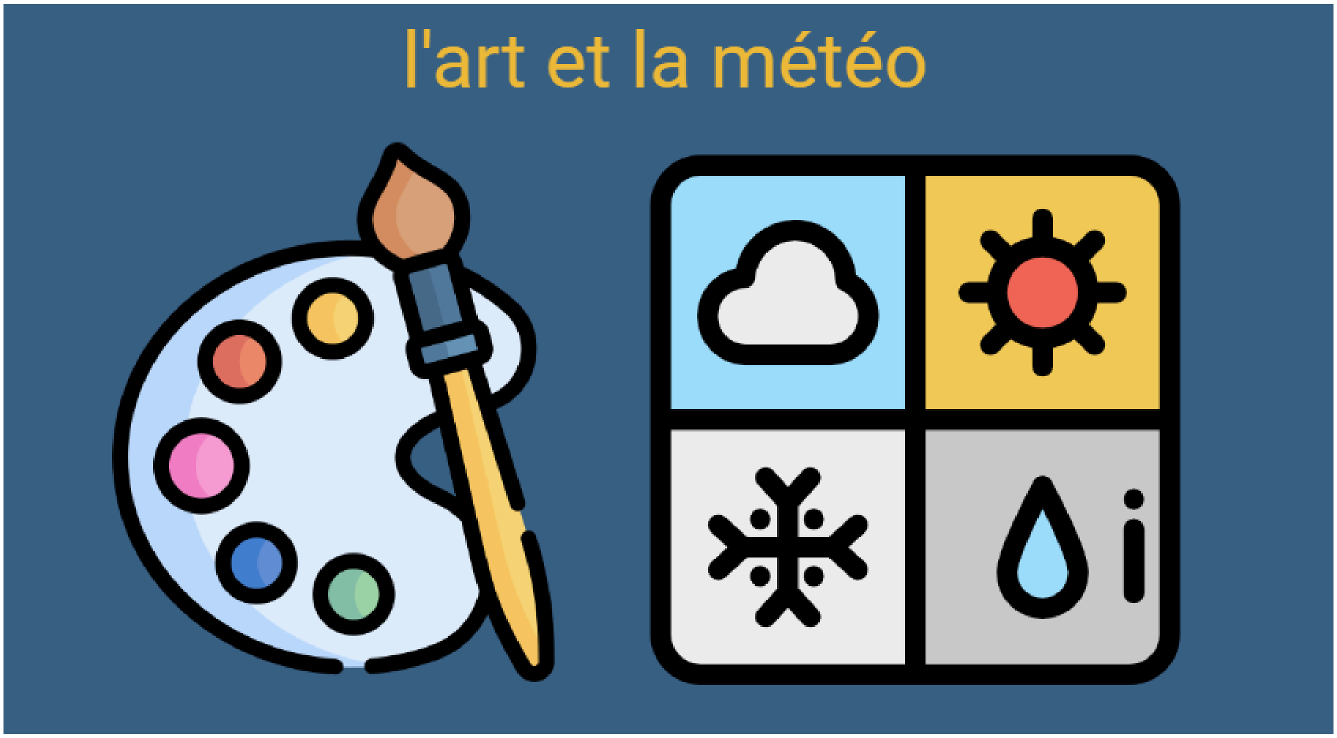
Regarder • Écouter • Vocabulaire (vie quotidienne / météo)

Exercice 6. Interpretive Listening- Expressions pour parler de la météo au Québec

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=749#oembed-1

1. Watch the video and learn about some vocabulary that is uniquely << québequois >> to talk about the weather.

Exercice 7. L'art et la météo- Presentational Writing



Icons via Flat Icon

1. Write out your answers to the questions on each panel. This **link** will take take you to a copy of the Jamboard. Answer the questions, then share the link with your instructor on Google Classroom.

Exercice 8. La géographie en chiffres.

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Image from Bzh29 via Wikipedia

Les départements de France

La France métropolitaine est divisée en 96 départements. Chaque département a un numéro, deux chiffres qui se trouvent sur les plaques d'immatriculation (license plates) et dans les codes postaux (zip).

Par exemple, le numéro du département du Rhône est 69 (Lyon est dans ce département). Sur la droite des plaques d'immatriculation françaises, il y a une bande bleue obligatoire avec le numéro du département du propriétaire de la voiture et le logo de la région du département.

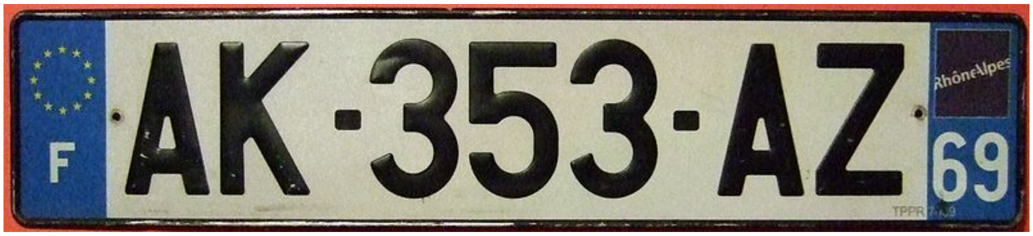
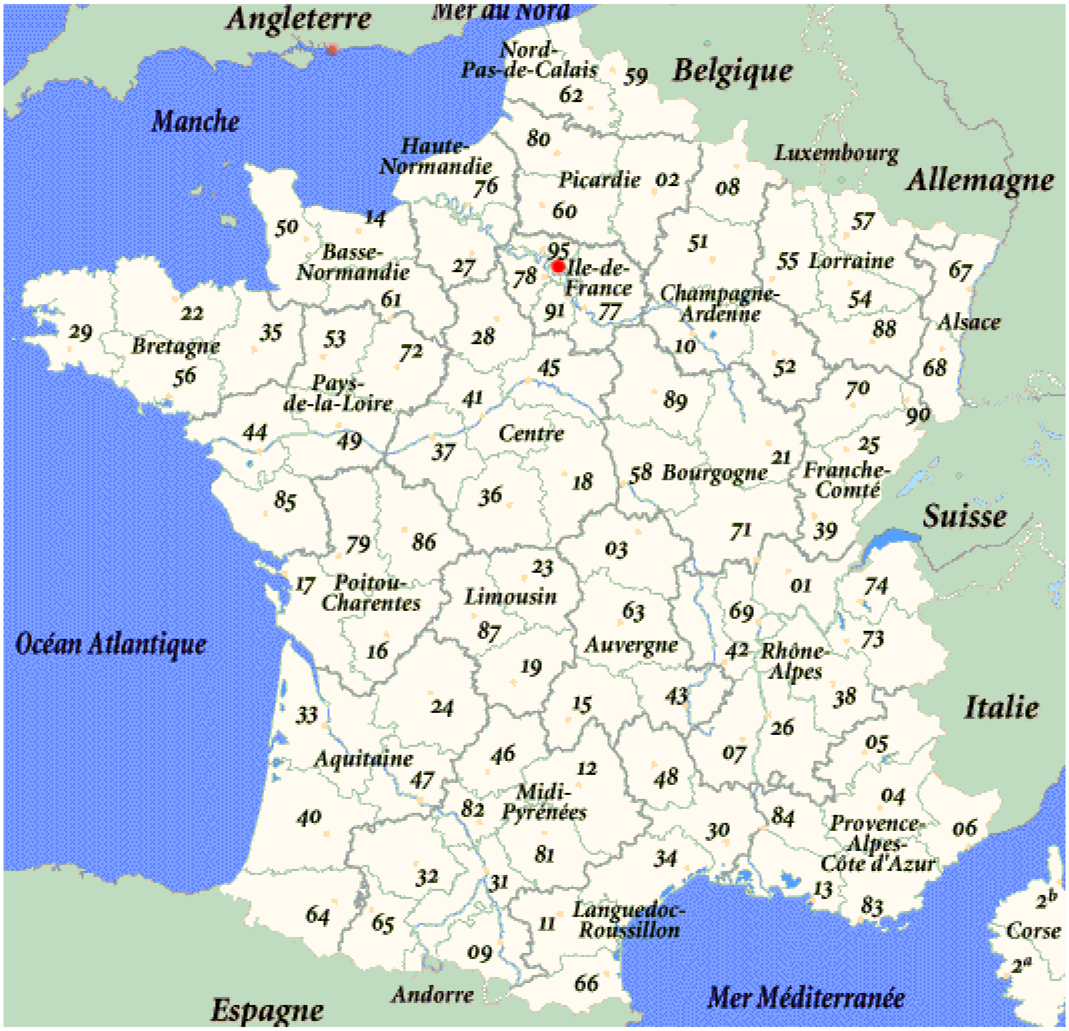


Image by Jerry "Woody" via Wikimedia Commons


Angleterre
Mer du Nord
Nord-Pas-de-Calais
59
Belgique
62
Manche
80
Haute-Normandie
Luxembourg
Picardie
02
08
Allemagne
76
60
14
50
57
Basse-Normandie
95
Ile-de-France
51
55
Lorraine
67
27
78
Champagne-Ardenne
22
61
91
77
54
Alsace
29
35
53
Bretagne
88
72
28
10
56
45
52
68
Pays-de-la-Loire
41
89
70
90
44
49
Centre
25
37
21
Franche-Comté
58
Bourgogne
18
85
36
Suisse
79
86
71
39
03
23
17
Poitou-Charentes
Limousin
01
74
63
69
87
Océan Atlantique
Auvergne
73
42
Rhône-Alpes
16
19
38
15
43
Italie
33
24
26
05
Aquitaine
46
07
12
48
47
Midi-Pyrénées
04
40
82
84
Provence-Alpes-Côte d'Azur
30
06
81
34
32
31
13
83
2b
Corse
64
65
Languedoc-Roussillon
11
09
2a
66
Andorre
Mer Méditerranée
Espagne

Map image via Franco Phoney

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-146

Exercice 9. Les villes et les saisons

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-147

For an editable version of this document, please use this link.

Exercice 10. Grammaire interactive

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=749#h5p-148

Exercice 11. Quelle ville?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=749#h5p-149

Exercice 12. Où est-ce que les étudiants vont ?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=749#h5p-150

Exercice 13. Presentational Speaking- Et vous ?

1. Mexique
2. France
3. Belgique
4. Californie
5. Colorado
6. Oregon
7. Louisiane
8. Italie
9. Japon
10. Iowa

The tool below will allow you to record a response to a question about where your go on vacations. You may also use Vocaroo to record yourself. Please be sure to click the download button to save your recording so that you may upload it to Google Classroom. You may want to write out your answers and practice speaking before you make your recording. **Choose four locations from the list above to craft your responses. Ask the question and give the response in your recording.**

Modèle:

Floride. Est-ce que tu vas en Floride?
Oui, je vais (souvent) en Floride. ou Non, je ne vais jamais en Floride

vous allez = you go (formal)

tu vas = you go (informal)

je vais = I go

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749

Exercice 14. Grammaire Interactive

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-152

Exercice 15. Presentational Speaking- Votre famille est d'où ?

Photo via Freepik.com

The tool below will allow you to record a response to several questions about where your family is from. You may also use Vocaroo to record yourself. Please be sure to click the download button to save your recording so that you may upload it to Google Classroom.

You may want to write out your answers and practice speaking before your make your recording.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-153

Exercice 16. Les quatre saisons

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-176

For an editable version of this activity, please use this link.

Exercice 17. Quel temps fait-il?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=749#h5p-179

For an editable version of this activity, please use this link.

Activity adapted from Français 101 by William J. Carrasco & Shahrzad Zahedi is licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) license.

Deuxième Partie: La géographie / les points cardinaux, le vocabulaire

Le
Vocabulaire

Photo by Nataliya Vaitkevich

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

la ville	town, city
une province	province
une région	region
un fleuve	major river (that flows to the sea)
la Loire	the Loire (river)
la Garonne	the Garonne (river)
le Rhône	the Rhône (river)
la Seine	the Seine (river)
la mer	sea
la mer Méditerranée	the Mediterranean Sea
l'océan (m)	ocean
l'océan Atlantique	the Atlantic Ocean
la Manche	the English Channel
la plage	beach
une forêt	forest
la montagne	mountain
les Alpes (f)	the Alps
le Jura	the Jura (mountains)
les Pyrénées (f)	the Pyrenees
le Massif Central	the Massif Central
les Vosges (f)	the Vosges
L'Hexagone (m)	France
l'Alsace (f)	Alsace
la Bourgogne	Burgundy
la Bretagne	Brittany
la Côte d'Azur	the Riviera
la Corse	Corsica
l'Ile de France (f)	Ile de France
(la région parisienne)	(Parisian region)
la Lorraine	Lorraine
la Normandie	Normandy
la Provence	Provence
la Vallée de la Loire	the Loire Valley
aller	to go
Je déteste...	I hate...
J'adore...	I love...
Je préfère...	I prefer...
la géographie	geography

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=382#h5p-239

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=382#h5p-260

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=382#h5p-261

Deuxième Partie: La géographie / les points cardinaux, Explication de grammaire

La
Grammaire

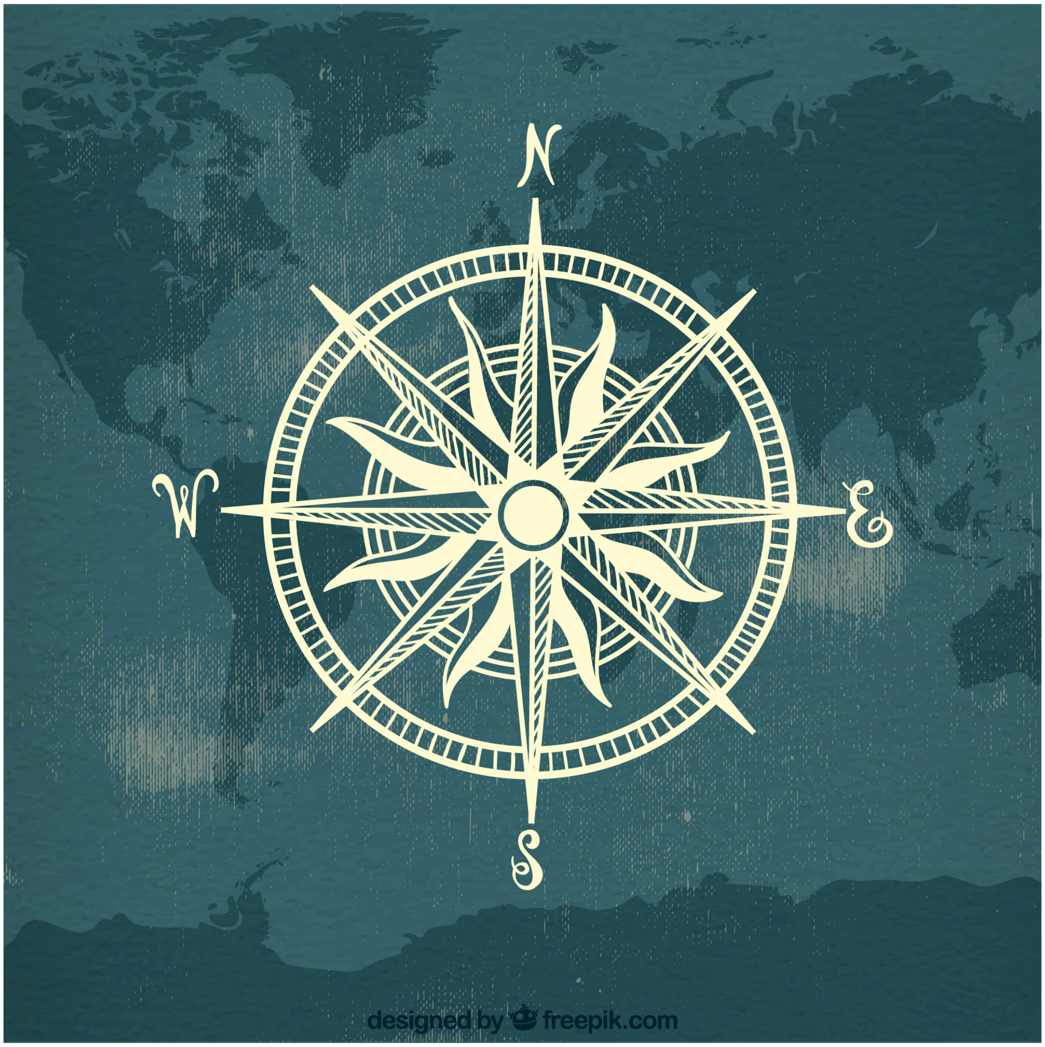
In French you say **carte** for the map of a country or the world, but **plan** for the map of a city, town or transportation system.

La **carte** de l'Europe
Le **plan** de Limoges

In this section:

- **Les points cardinaux**
- **au vs. dans**

Les points cardinaux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designed by freepik.com

Illustration via freepik.com

les Points	**points of the compass**
dans le nord / au nord	in the north
dans le sud / au sud	in the south
dans l'est / à l'est	in the east
dans l'ouest / à l'ouest	in the west
au centre	in the center
sur la côte	on the coast

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=557#audio-557-1

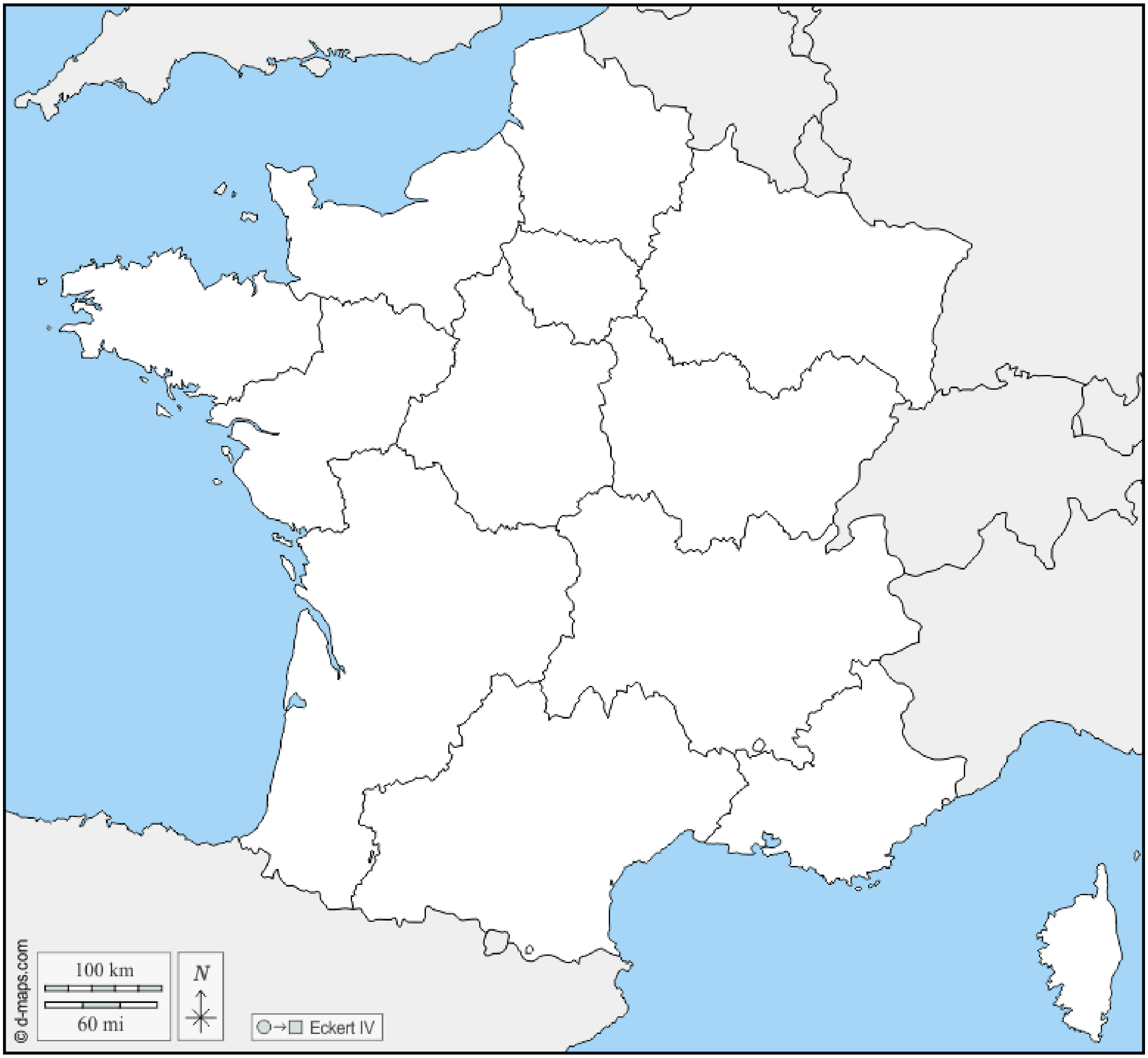
Au vs. dans

What is the difference between Au and Dans?
Dans le nord > in the north
Dans le sud > in the south
Au sud > (the) south
Au nord > (the) north

Deuxième Partie: La géographie / les points cardinaux, les exercices

Les Exercices

Exercice 1.


© d-maps.com
100 km
60 mi
N
○→□ Eckert IV

Map via d-maps.com

Print this map of France and add the cardinal points:

- nord, sud, est, ouest
- nord-est, nord-ouest, sud-est, sud-ouest

Exercice 2.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=816#h5p-154

For an editable version of this activity, please use this link.

Exercice 3. La Géographie

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=816#h5p-155

Please use this link for an accessible version. (Please note that it will not be auto-graded)

Exercice 4. Les Fleuves

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=816#h5p-156

For an editable version of this activity, please use this link.

Exercice 5. Bizarre ou normal?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=816#h5p-157

Exercice 6. Les villes?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=816#h5p-178

For an editable version of this activity, please use this link.

Troisième Partie: Les activités, les transports et les verbes, le vocabulaire

Le
Vocabulaire

Photo by: Pixabay

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

les activités	activities
aller	to go
Je déteste…	I hate…
J'adore…	I love…
Je préfère…	I prefer…
Je veux…	I want…
Je vais…	I go…
aller au cinéma	to go to the movies
aller en boîte	to go clubbing
aller au concert	to go to a concert
aller à l'université	to go to the university
aller au parc	to go to the park
faire de la bicyclette	to go bicycle riding
faire du bateau	to go boating
faire de la planche à voile	to go windsurfing
faire des randonnées	to go hiking
faire du ski	to go skiing
faire du vélo	to go cycling
faire de la voile	to go sailing
faire une promenade	to take a walk
passer les vacances (f pl)	spend a vacation
visiter… (un lieu, pas une personne)	to visit… (a place, not a person)
une cathédrale	a cathedral
un château	a castle
une exposition	an exhibition, show
un monument	a monument
un musée	a museum
voyager	to travel
à l'étranger	abroad
Les transports	Means of transport
Comment voyagez-vous?	How do you travel?
Je voyage…	I travel…
J'aime…	I like…
en avion / un avion	by plane / plane
en bateau / un bateau	by boat / boat
en train / un train	by train / train
en car / un car	by tour bus (from city to city) / tour bus
en voiture / une voiture	by car / car
Comment allez-vous… (à l'université, chez vos parents, au travail, etc.)?	How do you go… (to the university, to your parents' house, to work, etc.) ?
en métro / le métro	by subway / subway
en bus / un bus	by bus / bus

en taxi / un taxi	by taxi / taxi
à moto / une moto	by motorcycle / motorcycle
à vélo / un vélo	by bicycle / bicycle
à pied	on foot
acheter	to buy
amener	to bring somebody (along)
changer	to change
dormir	to sleep
emmener	to take somebody (along)
espérer	to hope
essayer	to try
manger	to eat
nager	to swim
partager	to share
partir	to leave
sortir	to go out
les divertissements	Entertainment, distractions
avoir besoin de…	to need
avoir envie de…	to want
avoir l'intention de…	to intend to
chercher	to look for

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it

online here: https://boisestate.pressbooks.pub/french101/?p=385#h5p-243

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=385#h5p-262

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=385#h5p-263

Troisième Partie: Les activités, les transports et les verbes, Explication de grammaire

La Grammaire

In this section:

- Le verbe aller
- Le futur proche
- Les Verbes

Le verbe aller

Icon via Flat Icon

The verb **aller** is irregular in the present tense. Listen carefully to the pronunciation of the **–s** in the plural forms **nous** andvous forms. This **-s** is pronounced as a /**z**/ to link with the vowel sound in the plural forms **allons** and **allez**.

aller 'to go'	
je **vais**	nous **allons**
tu **vas**	vous **allez**
il/elle/iel/on **va**	ils/elles/iels **vont**
past participle : **allé**	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=559#audio-559-1

Aller literally means 'to go', but is used figuratively in salutations to say how one is doing.

"BONJOUR MONSIEUR LE PROFESSEUR!"

Corey: Salut, Joe-Bob , où **vas** -tu?	Corey: Hey, Joe-Bob, where are you going?
Joe-Bob: Je **vais** au café.	Joe-Bob: I'm going to a coffee shop.
Corey: Mais, tu as cours maintenant.	Corey: But, you have class right now.
Joe-Bob: Oui, mais le prof est horrible, vraiment horrible!	Joe-Bob: Yes but, the prof is horrible, really horrible.
Corey: Attention! Il arrive!	Corey: Watch out! He's coming!
Joe-Bob: Ah, bonjour monsieur le professeur. Comment **allez**-vous aujourd'hui?	Joe-Bob: Oh, hello, professor. How are you today?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=559#audio-559-2

Aller is also used to talk about the near future, what one is 'going to do.'

Le futur proche

1. formation
2. uses
3. aller in the imperfect + infinitive

formation
There are two future tenses in French, the simple future and the near future (**le futur proche**). The futur proche is usually translated into English as **going** + infinitive (e.g., going to eat, going to drink, going to talk). The futur proche is characteristic of spoken French but may be used in informal writing. It is formed with the verb aller (to go) conjugated in the present tense followed by an infinitive.

nager ‘to swim’	
je **vais nager**, I am going to swim	nous **allons nager**, we are going to swim
tu **vas nager**, you are going to swim	vous **allez nager**, you are going to swim
il, elle / on **va nager**, he, she (it) / one is going to swim	ils / elles **vont nager**, they are going to swim

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=559#audio-559-3

To negate the futur proche, place **ne … pas** around the conjugated form of **aller**: Je **ne** vais **pas** nager. (I am not going to swim).

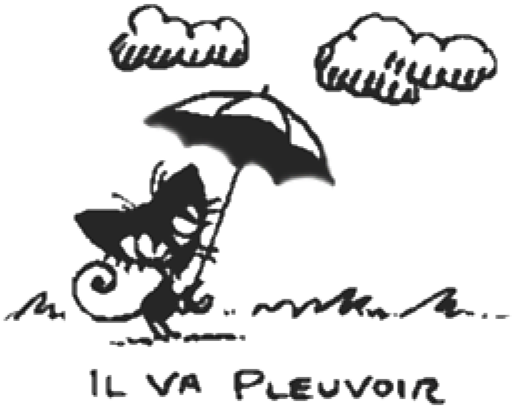
Corey: Je **vais aller** à Barton Springs. J’adore l’eau. Je **vais nager**. Tu viens avec moi, Bette?	Corey: I am going to go to Barton Springs. I love water. I am going to swim. Are you coming with me, Bette?
Bette: Tu es fou! Il fait trop froid! Je **ne** vais **pas** nager!	Bette: Are you crazy? It is too cold! I am not going to swim!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=559#audio-559-4

uses

The futur proche is used to refer to most future events in informal conversation. For details on usage see future: usage.

Corey: Tex! Tammy! Nous **allons aller** à Barton Springs.	Corey: Tex! Tammy! We are going to go to Barton Springs.
Bette: Mais il y a de gros nuages gris, il **va pleuvoir**.	Bette: But there are big gray clouds. It’s going to rain.
Corey: Chouette! Je **vais nager** sous la pluie.	Corey: Great! I am going to swim in the rain.



One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=559#audio-559-5

aller in the imperfect + infinitive

The construction **aller** + infinitive is also found with the verb **aller** in the imperfect (l'imparfait) to indicate what someone **was going to do**. For example:

Les copains **allaient partir** pour Barton Springs, quand ils ont vu un éclair.	The friends **were going to leave** for Barton Springs, when they saw lightening.
Bette: Corey, tu **vas te faire électrocuter!** Moi, je **vais faire** du shopping. Qui va **venir avec** moi?	Bette: Corey, you are going to get yourself electrocuted! I'm going to do some shopping. Who's going to come with me?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=559#audio-559-6

Les Verbes

le temps	**Weather**
Quel temps fait-il?	*What’s the weather?*
Il fait beau.	*It’s nice.*
Il fait chaud.	*It’s hot.*
Il fait du soleil. / Il y a du soleil.	*It’s sunny.*
Il fait frais.	It’s cool.
Il fait mauvais.	It’s bad.
Il fait froid.	It’s cold.
Il fait du brouillard. / Il y a du brouillard.	It’s foggy
Il fait du vent. / Il y a du vent.	It’s windy.
Il y a des nuages.	It’s cloudy.
Il y a des orages.	There are storms.
Il pleut.	It’s raining.
Il neige.	It’s snowing.

Troisième Partie: Les activités, les transports et les verbes, les exercices

Les
Exercices

Exercice 1. Le week-end – logique ou illogique ?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=846#h5p-158

To access an editable version of this activity, please use this link.

Exercice 2. Le week-end- Et vous ?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=846#h5p-159

To access an editable version of this activity, please use this link.

Exercice 3. Les activités

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=846#h5p-160

Exercice 4. Tous les jours ou le week-end prochain?

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=846#audio-846-1

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=846#h5p-187

To access an editable version of this activity, please use this link.

Exercice 5. Votre week-end

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=846#h5p-161

To access an editable version of this activity, please use this link.

Exercice 6. Ce week-end ?

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=846#h5p-162

To access an editable version of this activity, please use this link.

Exercice 7. Des activités

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=846#h5p-163

Exercice 8. La Provence

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=846#h5p-164

To access an editable version of this activity, please use this link.

Exercice 9. Les transports

Photo by Nelson Axigoth via Pexels

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=846#h5p-165

Exercice 9. Et vous ?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=846#h5p-166

For an editable version of this activity, please use this link.

Exercice 10. Où est-ce que vous allez ?

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=846#h5p-167

For an editable version of this activity, please use this link.

Quatrième Partie: L'Hexagone et les destinations francophones, le vocabulaire

Le
Vocabulaire

Photo by: Pixabay

Map of the French-Speaking World

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=388#h5p-182

Les départements

Within the 13 regions of France are 82 Departments. You can explore each one of those regions here : Départements de la France.

- List of the regional and departmental capitals.
- Interactive map of the Departments in France

Les Collectivités d'Outre-Mer (COM) / Overseas collectivities
Les COM sont **différents** des DROM mentionnés ci-dessus (c'est-à-dire la Martinique, la

Guadeloupe, la Guyane, la Réunion et Mayotte).
The COM are different from the DROM mentioned above.

Les COM ont un statut particulier et une certaine autonomie. Ce sont des entités distinctes de l'État français. Ainsi, les COM sont reconnues avec un pouvoir réglementaire pour l'exercice de leurs pouvoirs administratifs. Une assemblée délibérante fixe les conditions d'application de la loi française. Cela rend la COM plus autonome que la DROM. Certains ont même leur propre drapeau.

Il y a 5 COM. Cliquez sur le nom de chacune pour en savoir plus.
There are 5 COM. Click on the name of each one to learn more.

en Amérique du Nord / in North America

- Saint-Pierre-et-Miquelon

aux Antilles françaises / In the French Antilles

- Saint-Barthélemy
- Saint-Martin

dans le Pacifique Sud / In the South Pacific

- Wallis-et-Futuna
- Polynésie française

Saviez-vous…? Did you know…?
Like the Regions, the overseas territories were regrouped and renamed in 2003:Une réforme constitutionnelle de 2003, a remplacé le nom des Départements d'Outre-Mer et Territoires d'Outre-Mer (DOM-TOM) par les Départements ou Régions français d'Outre-Mer (DROM) et les Collectivités d'Outre-Mer (COM).In the constitutional reform of 2003, the name "Départements d'Outre-Mer" et "Territoires d'Outre-Mer" (DOM-TOM) was replaced by "Départements ou régions français d'Outre-Mer (DROM) and "les collectivités d'Outre-Mer" (COM).

If you like testing your knowledge of geography, take this geography quiz.

Description of les départements and les Collectivités d'Outre-Mer (COM) via Français 101 by William J. Carrasco & Shahrzad Zahed, licensed under a Creative Commons Attribution 4.0 International (CC BY 4.0) license.

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

une région	region
L'Hexagone (m)	France- mainland
La Métropole	France - mainland
Le monde francophone	The francophone world
les DOM-TOM (les départements et territoires d'outre-mer)	overseas territories
La Suisse	Switzerland
Le Maroc	Morocco
La Nouvelle-Calédonie	New Caledonia
L'Afrique	Africa
La Belgique	Belgium
L'Allemagne	Germany
l'Alsace (f)	Alsace
Le Grand Est	Région East of France - Grand-East
la Bourgogne	Burgundy
la Bretagne	Brittany
la Côte d'Azur	the Riviera
la Corse	Corsica
l'Ile de France (f)	Ile de France
(la région parisienne)	(Parisian region)
la Lorraine	Lorraine
la Normandie	Normandy
la Provence	Provence
la Vallée de la Loire	the Loire Valley
acheter	to buy
amener	to bring somebody (along)
changer	to change
emmener	to take someone along
espérer	to hope
essayer	to try
manger	to eat
nager	to swim
partager	to share

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=388#h5p-244

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=388#h5p-264

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=388#h5p-265

Quatrième Partie: L'Hexagone et les destinations francophones, Explication de grammaire

La
Grammaire

In this section:

- Le vocabulaire – learn the vocabulary about L'Hexagone
- Le vocabulaire en contexte
- Verbs in -ER stem changing

Le vocabulaire – learn the vocabulary about L’Hexagone

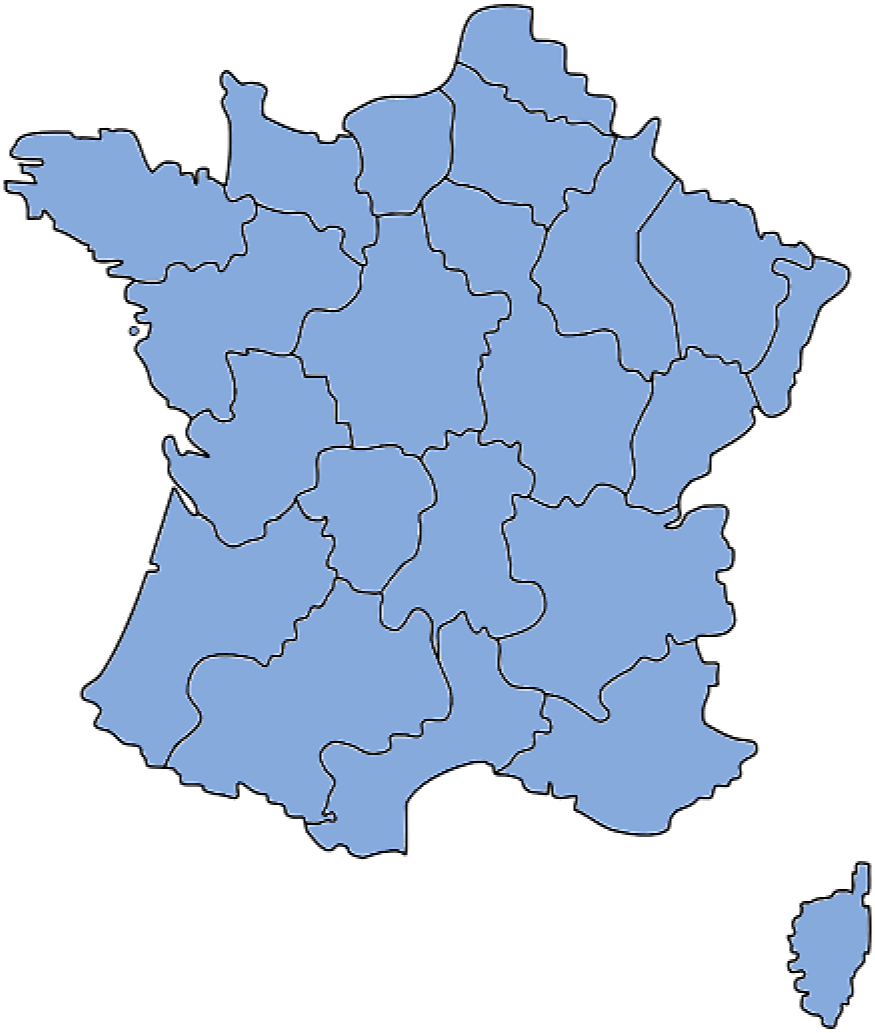


Illustration via Pixabay

L'Hexagone	**France**
l'Alsace (f)	Alsace
la Bourgogne	*Burgundy*
la Bretagne	*Brittany*
la Côte d'Azur	*the Riviera*
la Corse	*Corsica*
l'Ile de France (f) (la région parisienne)	*Ile de France* *(Parisian region)*
la Lorraine	*Lorraine*
la Normandie	*Normandy*
la Provence	*Provence*
la Vallée de la Loire	*the Loire Valley*

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-1

Le vocabulaire en contexte

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#video-561-1

Verbs in -ER stem changing

Review the conjugations and explanations. Do both exercises

Spelling changes occur in the stems of several groups of **-er** verbs in the present tense. These spelling changes reflect the pronunciation of the present tense forms.

You may have already noticed the spelling change in the verb **s'appeler** (Je **m'appelle** …, My name is …). For verbs like appeler (to call), **rappeler** (to call back) and **jeter** (to throw), the consonant –**l** or –**t** in the the stem doubles in all forms of the present tense, except in the first and second person plural (nous and vous). This follows the traditional boot pattern of **-er** verb conjugations in the present tense.

appeler 'to call'	
j'**appelle**	nous **appelons**
tu **appelles**	vous **appelez**
il/elle/iel/on **appelle**	ils/elles/iels **appellent**
past participle : **appelé**	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-2

This same "boot" pattern is repeated in spelling change verbs like **préférer** (to prefer). In these verbs the **é** in the last syllable of the stem changes to an **è**, except in the first and second person plural (nous and vous). Listen carefully to the different pronunciations of **é** and **è** in the conjugations below.

préférer 'to prefer'	
je **préfère**	nous **préférons**
tu **préfères**	vous **préférez**
il/elle/iel/on **préfère**	ils/elles/iels **préfèrent**
past participle : **préféré**	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-3

Verbs conjugated like **préférer** include:

considérer, to consider

espérer, to hope

régler, to regulate, pay, settle, adjust

répéter, to repeat

sécher, to dry, skip (a class)

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-4

In verbs which are conjugated like **acheter** (to buy), the **e** in the last syllable of the stem also changes to an è, again with the exception of the first and second person plural forms.

acheter 'to buy'	
j'**achète**	nous **achetons**
tu **achètes**	vous **achetez**
il/elle/iel/on **achète**	ils/elles/iels **achètent**
past participle : **acheté**	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-5

Verbs conjugated like **acheter** include:

amener, to bring somebody (along)

emmener, to take somebody (along)

lever, to lift, raise

mener, to take, lead

peser, to weigh

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-6

Another group of stem-changing verbs include those ending in –**ayer**, including **essayer** (to try) and **payer** (to pay). In these verbs the y changes to i in all persons except the first and second person plural (nous and vous).

essayer ‘to try’	
j’**essaie**	nous **essayons**
tu **essaies**	vous **essayez**
il/elle/iel/on **essaie**	ils/elles/iels **essaient**

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-7

Finally, verbs ending in –**ger** like **voyager** (to travel) add an **e** after the **g** in the nous form of the present tense, so that the **g** is pronounced as a soft sound before the –**ons** ending (i.e. nous **voyageons**). Similarly, in verbs ending in –**cer**, **commencer** (to start), for example, the c in the nous form changes to **ç** to keep the soft c sound (**nous commençons**).

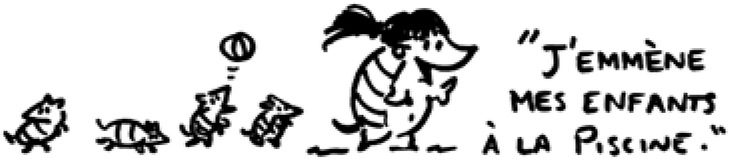
voyager ‘to travel	
je **voyage**	nous **voyageons**
tu **voyages**	vous **voyagez**
il/elle/iel/on **voyage**	ils/elles/iels **voyagent**
past participle: **voyagé**	

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-8

Other verbs in this category include:

corriger, to correct
exiger, to demand, require
manger, to eat
nager, to swim
partager, to share
ranger, to tidy up, arrange
rédiger, to write, compose
songer, to dream, reflect

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-9


"J'EMMÈNE MES ENFANTS À LA PISCINE."

Quelle activité est-ce que vous **préférez** en été?	What activity do you prefer in the summer?
Rita: J'**emmène** mes enfants à la piscine.	Rita: I take my children to the pool.
Ses enfants: Nous **nageons** et nous **mangeons** de la glace.	Her children: We swim and we eat ice cream.
Tammy: Moi, je **préfère** faire du shopping. J'**achète** beaucoup et papa **paie** tout.	Tammy: Me, I prefer shopping. I buy lots and daddy pays for everything.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=561#audio-561-10

Quatrième Partie: L'Hexagone et les destinations francophones, les exercices

Les
Exercices

Illustration via Freepik.com

Exercice 1. La carte de France- Première Partie (A)

In this exercise, you'll continue adding to the map that you labeled with the cardinal points earlier in this module.

1. Label the map with the names of **oceans** and **countries** in French.
   Ex: atlantic ocean = l'océan atlantique
   1. Be creative and have fun in the process.
   2. Use web based resources/atlas as needed.
   3. Upload your map onto google classroom by either taking a photo and uploading it, or scanning your map.

Exercice 2. La carte de France- Deuxième Partie (B)

In this exercise, you'll continue adding to the map that you labeled with the cardinal points earlier in this module.

1. Use the same map you previously submitted with oceans/bordering countries.
   Ex: Brittany = la Bretagne
   1. Label the map of France with the regions you learned about in class.
   2. Make sure your labeling is all in French
   3. Upload your map onto google classroom under the appropriate Google classwork assignment.

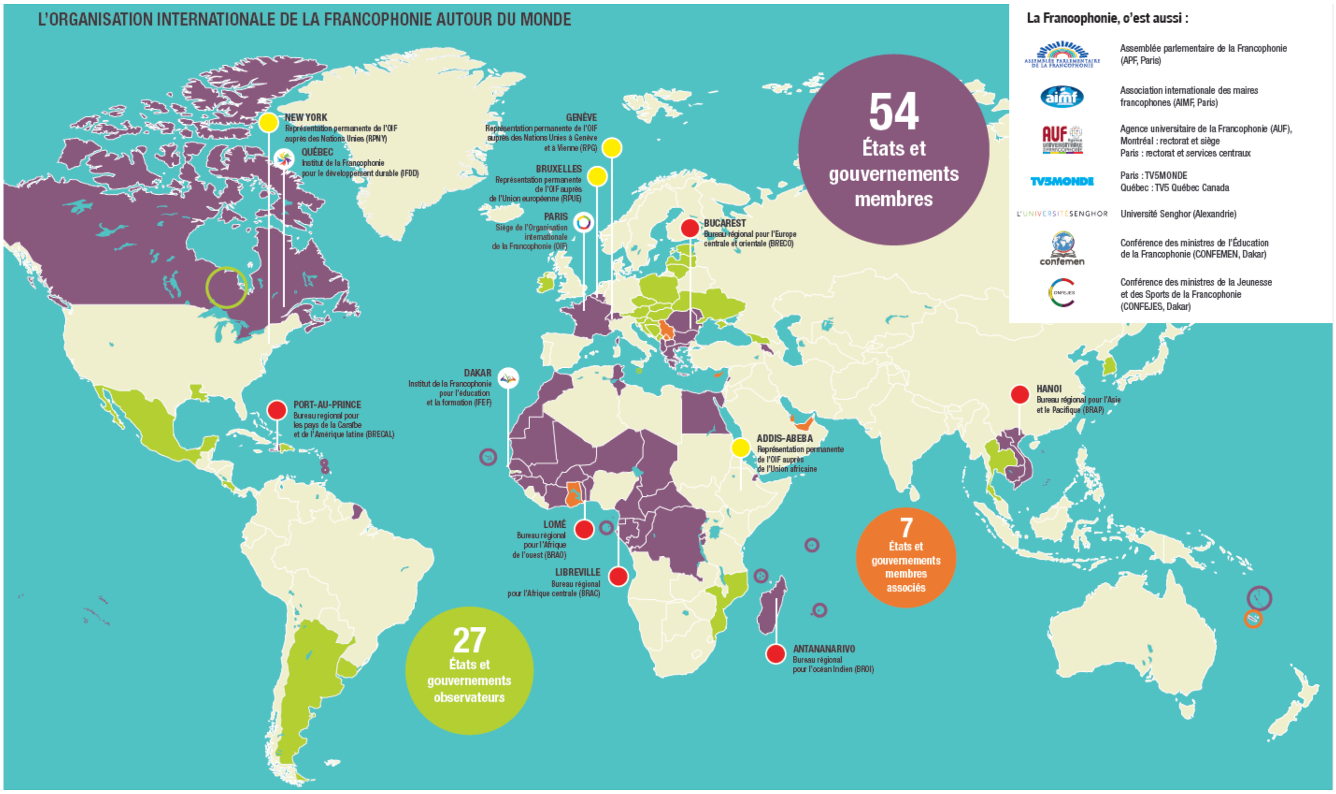
Exercice 3. Le Québec

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=867#h5p-170

For an editable version of this activity, please use this link.

Exercice 4. La francophonie

Here's a map of the member states and countries of the Organisation internationale de la Francophonie.


L'ORGANISATION INTERNATIONALE DE LA FRANCOPHONIE AUTOUR DU MONDE
NEW YORK
Représentation permanente de l'OIF auprès des Nations Unies (RPNY)
QUÉBEC
Institut de la Francophonie pour le développement durable (IFDD)
GENÈVE
Représentation permanente de l'OIF auprès des Nations Unies à Genève et à Vienne (RPG)
BRUXELLES
Représentation permanente de l'OIF auprès de l'Union européenne (RPUE)
PARIS
Siège de l'Organisation internationale de la Francophonie (OIF)
BUCAREST
Bureau régional pour l'Europe centrale et orientale (BRECO)
54
États et gouvernements membres
DAKAR
Institut de la Francophonie pour l'éducation et la formation (IFEF)
PORT-AU-PRINCE
Bureau regional pour les pays de la Caraïbe et de l'Amérique latine (BRECAL)
HANOI
Bureau régional pour l'Asie et le Pacifique (BRAP)
ADDIS-ABEBA
Représentation permanente de l'OIF auprès de l'Union africaine
LOMÉ
Bureau régional pour l'Afrique de l'ouest (BRAO)
LIBREVILLE
Bureau régional pour l'Afrique centrale (BRAC)
7
États et gouvernements membres associés
ANTANANARIVO
Bureau régional pour l'océan Indien (BROI)
27
États et gouvernements observateurs
La Francophonie, c'est aussi :
Assemblée parlementaire de la Francophonie (APF, Paris)
Association internationale des maires francophones (AIMF, Paris)
Agence universitaire de la Francophonie (AUF), Montréal : rectorat et siège
Paris : rectorat et services centraux
Paris : TV5MONDE
Québec : TV5 Québec Canada
Université Senghor (Alexandrie)
Conférence des ministres de l'Éducation de la Francophonie (CONFEMEN, Dakar)
Conférence des ministres de la Jeunesse et des Sports de la Francophonie (CONFEJES, Dakar)

Map from OIF

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=867#h5p-180

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=867#h5p-181

For an editable version of this activity, please use this link.

Exercice 5. The Center for Global Studies

Center for Global Education
GLOBAL LEARNING OPPORTUNITIES

Photo via the Center for Global Education at Boise State.

The Center for Global Education is running a contest. They want to add another French-speaking destination to their study abroad program for the Fall semester.

You will create a **two slide presentation** about a French speaking country or region of your choice. The destination cannot be France! Your two slide presentation will be used to try to convince the Center for Global Education to add the destination to their program.

Examples of francophone destinations could be: Le Sénégal, Le Maroc, La Suisse, La Nouvelle-Calédonie etc…

Your presentation must include:

- A map of the location – be ready to talk about the location if you are asked to present in class. What continent is it on, What country is located to the N/S/E/W .
- The weather (in the fall) and geography: does it have oceans/sea/rivers/ mountains etc…
- Highlight 5 activities you can do there.

Make it fun, make it pretty – remember, this is a contest!

How do I submit?

After creating your Google Slides, turn in your presentation via your regular homework submission (canvas, google classroom, etc).

Module 03: Cultural Reflection

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=323#h5p-38

Module 03: L’évaluation de la production écrite

Ouarzazate, Drâa-Tafilalet, Maroc
Image via Pexels

While on vacation in Morocco, your cell phone died and you can’t send or post any photos. You can’t afford to buy a new phone so you are going old school! You buy some postcards to send back home.

Part One:

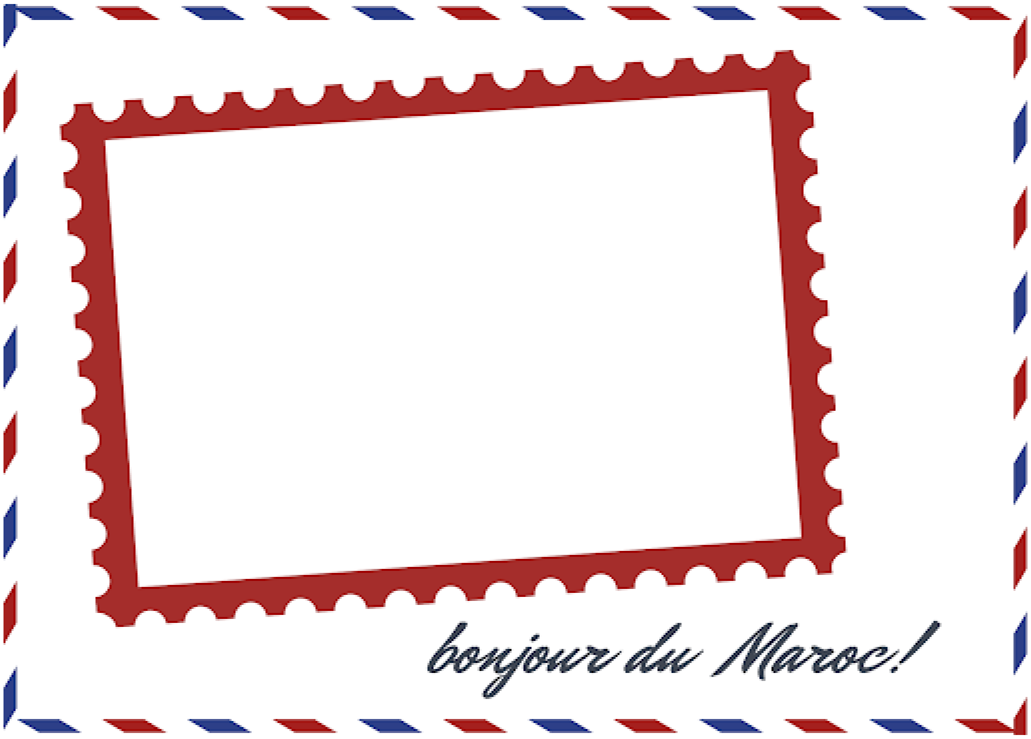
To begin, you will create a first draft of your postcard **IN FRENCH** to mail to your friend or family member. Be sure to include information about the activities you will be doing during the rest of your vacation, that is in the days to come (future), how you will get to some of the different locations, and the weather.

To elevate your writing, think about adding more details. Consider adding adjectives, numbers, or answering questions like with whom? When? Where? Why? How? How much/many? Try to use connecting words like *and, but, with, because.*

Rubric, Part One:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
		Strong	Minimal	
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.	You have little accuracy even with memorized words.

Part Two:


bonjour du Maroc!

30f
POSTES
MAROC
المغرب

You will now revise your first draft based on the feedback from your instructor. Using the template below, add your polished second draft to the postcard template below.

You may add an image to the front of the postcard if you are taking this IPA on a computer. If you are taking this assessment on paper you may draw an image on the front of the postcard or leave it blank.

If you prefer, click HERE to access a copy of the postcard on Canva and create your own digital version.

Rubric, Part Two:

Criteria	**Exceeds Expectations**	**Meets**	**Expectations**	**Does Not Meet Expectations**
		Strong	Minimal	
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.	You have little accuracy even with memorized words.

Module 03: Allez plus loin

MODULE 04: L’IDENTITÉ

L'identité

How do we describe people and daily routines?

Photo by Keira Burton

Module 4 Learning Outcomes:

I can…

1. give a physical description of myself and others
2. describe my personality and the personality of others
3. describe my daily routine, or typical day
4. compare and contrast someone's daily activities with my own
5. List ideal traits for roles like a roommate, travel partner, study buddy, running partner, etc.

Interpretive: Watch a video about a student from a Francophone country and answer corresponding comprehension questions.

Interpersonal: Chat with someone who answered your ad for a roommate, travel partner, gym buddy, study buddy, etc. You'll ask them questions about their daily routine and personality to see if they are a good fit!

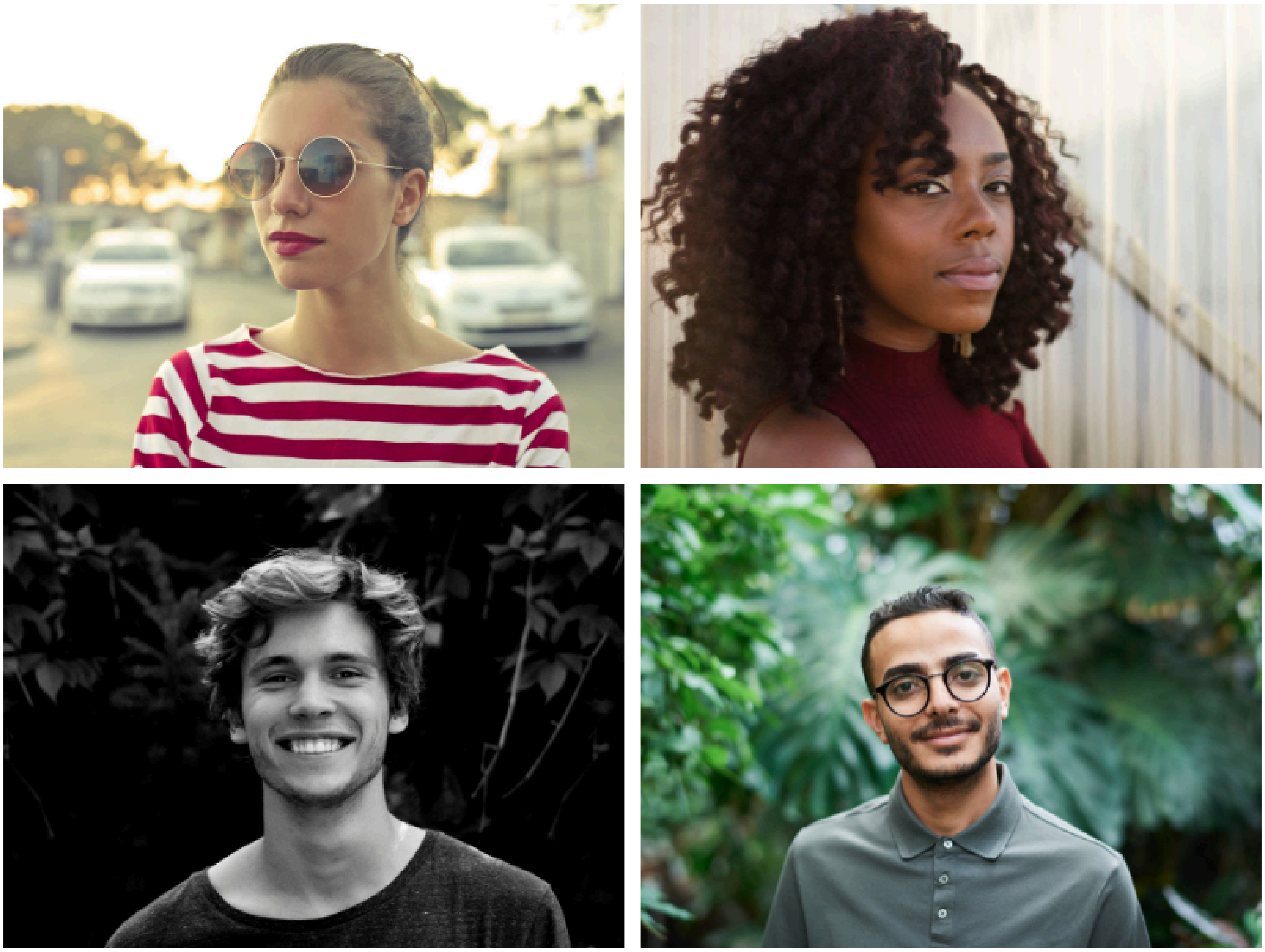
Presentational: Write an ad in order to find the perfect roommate. Your friend has offered to help get the word out, so you will also create a short video to post on social media.

21st Century Skills:

- Use digital technology tools to communicate your ideas.
- Articulate your thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Develop, implement, and communicate new ideas to others.

Première Partie: Le portrait physique, le vocabulaire

Le
Vocabulaire



Photos by: Bruce Mars, Stocksnap, Stefan Stefancik, and Fauxels via Pexels

It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

la tête	head
les cheveux (m)	hair
le front	forehead
les sourcils (m)	eyebrows
les yeux (m)	eyes
le nez	nose
les joues (f)	cheeks
les oreilles (f)	ears
la bouche	mouth
le menton	chin
le cou	neck
blanc/blanche	white
bleu/bleue	blue
gris/grise	gray
jaune	yellow
marron	brown
noir/noire	black
orange	orange
rouge	red
vert/verte	green
violet/violette	purple
Quelle est votre taille (f)?	What's your height?
Je fais 1 m. 60.	I'm one meter 60.
de taille moyenne	medium height/average height
maigre	skinny
mince	thin
De quelle couleur sont vos cheveux?	What color is your hair?
J'ai les cheveux blonds/ bruns/ châtain / roux.	I have blond / brown / light brown, chestnut / red hair.
Il est… Elle est… Iel est…	He/She isNeutral pronoun is
blond, blonde	blonde
brun, brune	brunette
roux/rousse	red-headed
Comment est-il coiffé?	What is his hair like?
Il a les cheveux longs / courts / bouclés / raides.	He has long / short / curly / straight hair.
De quelle couleur sont vos yeux?	What color are your eyes?
J'ai les yeux marron/bleus/verts	I have brown/blue/green eyes
Quelle est la forme de son visage?	What's the shape of his face?
Il a le visage carré / long / rond.	He has a square / long / round face.
Il a le nez retroussé / pointu.	He has a snub/pointy nose
Il a de grandes oreilles.	He has big ears.
Il/Elle/Iel a	he/she/they have

des lunettes (f)	glasses
une cicatrice	scar
un piercing	piercing
un tatouage	tattoo

Directions: To begin, you'll review flashcards for key unit vocabulary. Once you feel comfortable with the terms, you'll have the opportunity to practice what you've learned through several interactive activities. Please repeat these activities as much as needed and we encourage you to return to this page throughout the unit to review. **Note: each time you refresh this page, the activities will be randomized. We recommended doing this to mix things up!**

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=392#h5p-249

Spelling

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=392#h5p-266

Crossword

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=392#h5p-267

Première Partie: Le portrait physique, Explication de grammaire

La
Grammaire

In this section:

- les couleurs et les adjectifs
- Les articles définis
- le portrait physique – avoir
- les pronoms non-binaires

les couleurs et les adjectifs – colors and adjectives

Photo via Unsplash

les couleurs (f)	**colors**
blanc / blanche	white
bleu / bleue	blue
gris / grise	gray
jaune	yellow
marron (invariable)	brown
noir / noire	black
orange (invariable)	orange
rouge	red
vert / verte	green
violet / violette	purple

Les articles définis – Definite articles

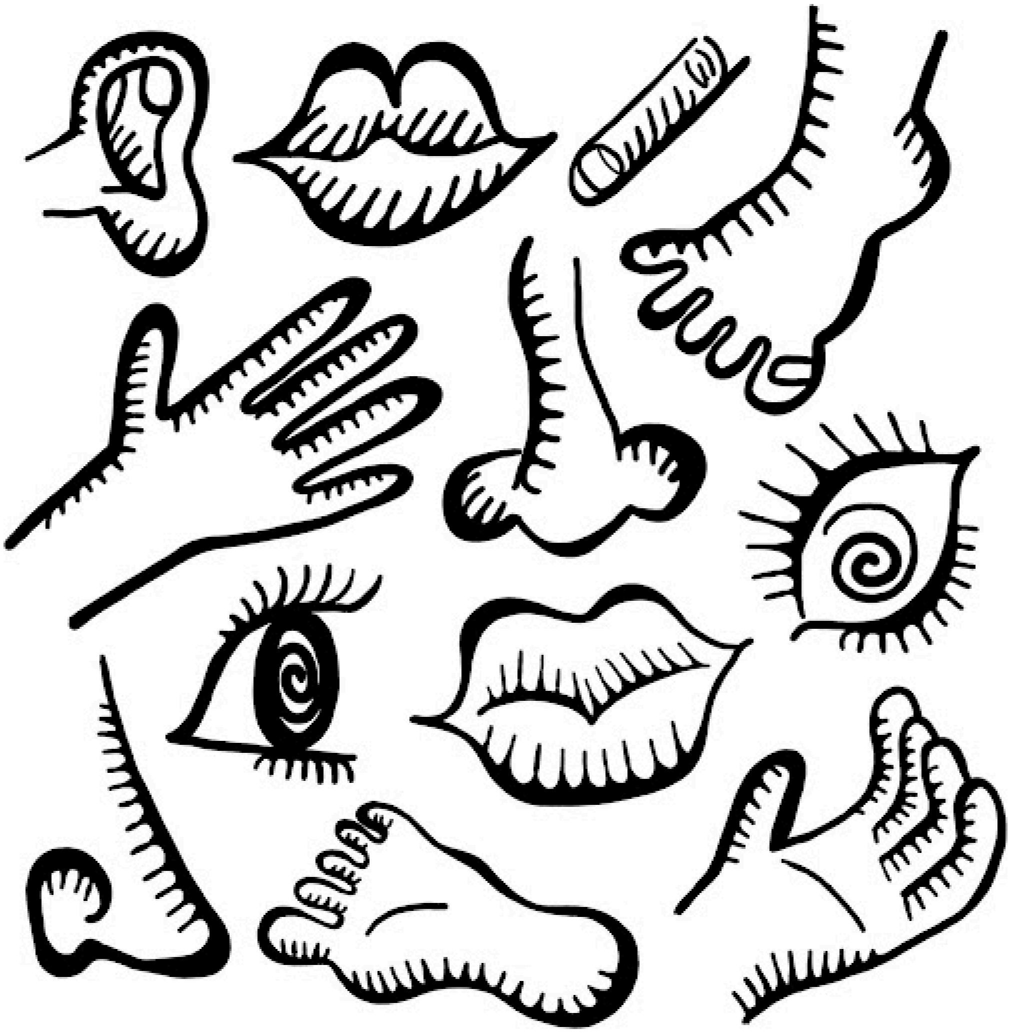


Illustration via Open Clip Art

The definite article (**le, la, l’, les**) is often used with parts of the body instead of a possessive determiner (**mon, ma, mes,** etc.). Sentences with this structure always use the verb **avoir** to indicate that the possessor is the subject of the sentence. The following French sentences are equivalent.

Tex rêve: Ah, Tammy! Tu as **les** yeux brûlants, **la** bouche pulpeuse, **les** cheveux si doux …	Tex is dreaming: Ah Tammy! You have fiery eyes, full lips, such soft hair …
Tex rêve: Ah Tammy! **Ton** regard est brûlant, **ta** bouche pulpeuse, **tes** cheveux si doux …	Tex is dreaming: Ah Tammy! Your eyes are fiery, your lips full, your hair so soft …

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=563#audio-563-1

However, an indefinite article is used if an adjective comes **before** the part of the body:

Tex continue: Tammy, tu as **un petit** nez pointu et **de grandes** oreilles décollées …	Tex continues: Tammy, you have a little pointed nose and big ears which stick out …

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=563#audio-563-2

The definite article is also always used when pronominal verbs refer to parts of the body.

le portrait physique – avoir – to have

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=563#audio-563-3

In French, there are two main verbs used to describe someone's physical attributes. You may use "être" – to be – to describe how they are, or use the verb avoir – to have – to describe certain features.

Elle **est** blond**e** – using "être". Notice the adjective "blond" agrees with the person's gender here.

or

Elle **a** les cheveux blond**s** – using "avoir". The adjective "blond" agrees with the noun it's describing – cheveux (hairs) are plural and masculin.

J'**ai** – I have

Tu **as**– you have

Il / elle /iel /on **a** – he/she/they/one has

nous **avons** – we have

vous **avez** – you (all) have

ils / elles / iels **ont** – they have

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=563#audio-563-4

les pronoms non-binaires – Non-binary pronouns

iel = "they" (singular) "Iel aime jouer au foot."

iels = "they" (plural) "Iels aiment danser."

non-binary options: adjectives

The following suggestions for how to describe non-binary people is adapted from Julia Spiegelman's "Student Guide to Non-Binary French":

As mentioned in previous modules, the middot (point médian) can be used in inclusive written French to suggest gender neutrality: for example, les étudiant·e·s can include students of all genders.

- Example: Sam est fatigué·e.

For the adjectives discussed above in BANGS, the following are possible options:

Beau /belle:

- Iel est belleau ou bel.

Joli / jolie:

- Iel est jolix.

Vieux / vieille

- Iel est vieil

Bon / bonne

- Iel est ban

Grand / grande

- Iels est grans ou granx.

Petit / petite

- Iel est petit·e

Vocabulaire LGBT+ en français

Identités et expression de genre et sexualité

- agenre – agender
- androgyne – androgynous
- aromantique – aromantic
- asexuel·le – asexual
- bigenre – bigender
- bisexuel·le – bisexual
- cisgenre – cisgender
- demifille – demigirl
- demigarçon – demiboy
- demisexuel·le – demisexual
- féminin·e – feminine
- gay / gai – gay
- genre fluide / genderfluid – genderfluid
- genderqueer – genderqueer
- genre neutre – gender neutral
- l’identité (f) de genre – gender identity
- intersexe – intersex
- hétérosexuel·le / hétéro – heterosexual
- lesbien·ne – lesbian
- masculin·e – masculine
- non-binaire – non-binary
- l’orientation sexuelle – sexual orientation
- pangenre – pangender
- pansexuel·le – pansexual
- une personne trans – a trans person
- queer – queer

    - en questionnement – questioning
    - transgenre / trans – transgender

Actions

- s’identifier comme – to identify as
- manifester, militer (pour) – to protest, advocate (for)
- porter un binder – to wear a binder
- se questionner sur le genre – to question one’s gender
- sortir du placard, faire son coming-out – to come out
- suivre une hormonothérapie – to take hormone therapy
- transitionner – to transition

La société

- la communauté LGBT/queer – the LGBT/queer community
- les droits (m) – rights
- genre neutre – gender-neutral
- hétéronormatif/ve – heteronormative
- l’hétéronormativité (f) – heteronormativity
- homophobe – homophobic
- l’homophobie (f) – homophobia
- le langage neutre – gender-neutral language
- les lois (f) – laws
- mégenrer – to misgender
- un·e militant·e – an activist
- les normes (f) – norms
- le patriarcat – the patriarchy
- le sexisme – sexism
- un spectre – a spectrum
- la transphobie – transphobia
- transphobe – transphobic

Phrases

- Tu t’identifies comment?
    - Je m’identifie comme… / Je suis…
- Quel est ton pronom? / Tu utilises quel pronom ?
    - Mon pronom est… / J’utilise le(s) pronom(s)…

Le français non-binaire

Nouns: How to call people

Nouns that carry a gender unrelated to the person they designate:

- la personne – the person
- l’individu – the individual
- le personnage – the character

Ex: Alex est un individu non-binaire et pansexuel.
Son ami·e, Kyle, est une personne genderqueer et bisexuelle.

Nouns that stay the same regardless of gender:

- ado – teenager
- jeune – young person
- enfant – child
- élève – student
- adulte – adult
- partenaire – (work) partner
- collègue – colleague
- athlète – athlete
- touriste – tourist

Words to describe people and relationships

	m	f	nb
child	fils	fille	enfant
sibling	frère	sœur	*frœur, adelphe
friend	ami	amie	ami·e
partner	petit-ami	petite-amie	petit·e-ami·e

* marks non-traditional words and uses – you won't find these in a dictionary (yet).

Adjectives: How to describe people

Here are some adjectives that don't change based on gender :

- adorable – adorable
- agréable – pleasant
- aimable – likable
- calme – calm
- désagréable – unpleasant
- dynamique – dynamic
- énergique – energetic
- lunatique – moody
- pauvre – poor
- riche – rich
- sage – wise, well-behaved
- sympathique/sympa – nice
- timide – shy

Punctuated forms using the middot (point médian), dash, or period are often used in inclusive written French to suggest gender neutrality: for example, les étudiant·e·s can include students of all genders. These forms are widely understood.

- Example: Sam est fatigué·e / fatigué.e / fatigué-e.

New, alternative endings for gender-neutral forms are suggested in the table below. These are recommended by a Québecois organization for trans inclusion, Fondation Émergence

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Première Partie: Le portrait physique, les exercices

Les
Exercices

Partie A.

Exercice 1. Vidéo des pronoms non-binaires en France

Regardez cette vidéo des pronoms non-binaires en France.
Keep these questions in mind as your watching:

- Is this a similar discussion in the U.S.?
- What are the commonalities and differences?

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Exercice 2. Vidéo des pronoms non-binaires en Canada

Regardez cette vidéo des pronoms non-binaires au Canada.

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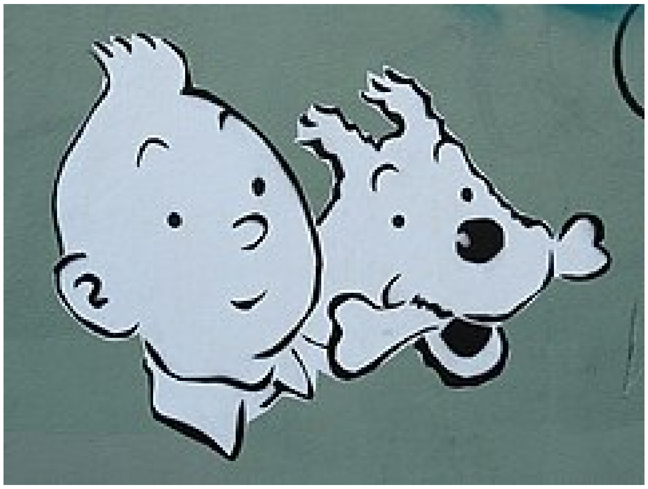
For an editable version of this activity, please use this link.

Partie B.

Exercises note: *For these exercises, instead of focusing on whether you got the question right or wrong, focus on whether you were able to comprehend what each question is asking you. Descriptions are subjective, so it is okay if you don't agree with our answers!*

Exercice 1. Tintin

Regardez l'image de Tintin et décidez si les phrases suivantes sont vraies ou fausses.



Newtown grafitti Creative Commons Attribution 2.0

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Exercice 2. Les adjectifs

Cliquez sur chaque adjectif dans les phrases suivantes:

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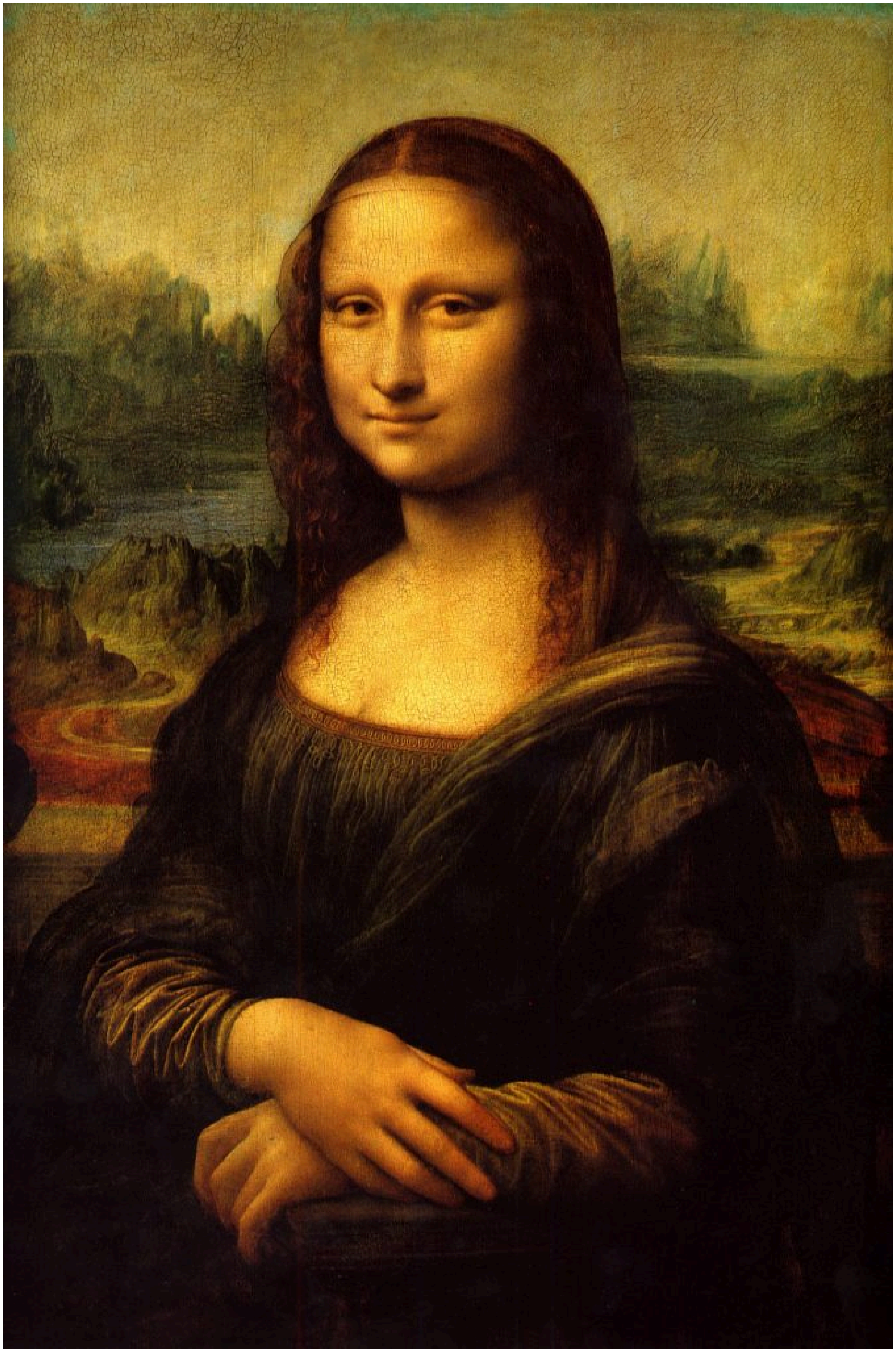
Exercice 3. La Joconde *(Mona Lisa)*

Regardez l'image de la Joconde et décidez si les phrases suivantes sont vraies ou fausses.



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Exercice 4. Grammaire interactive. La Joconde.

Look at the following questions and underline the adjective in each one.

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An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=406#h5p-63

Exercice 5. Décrivez une personne !

Décrivez un colocataire, un ami, ou un membre de la famille ! Soyez descriptif ! (Be descriptive!)

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For an editable version of this activity, please use this link.

Exercice 6. Blind date

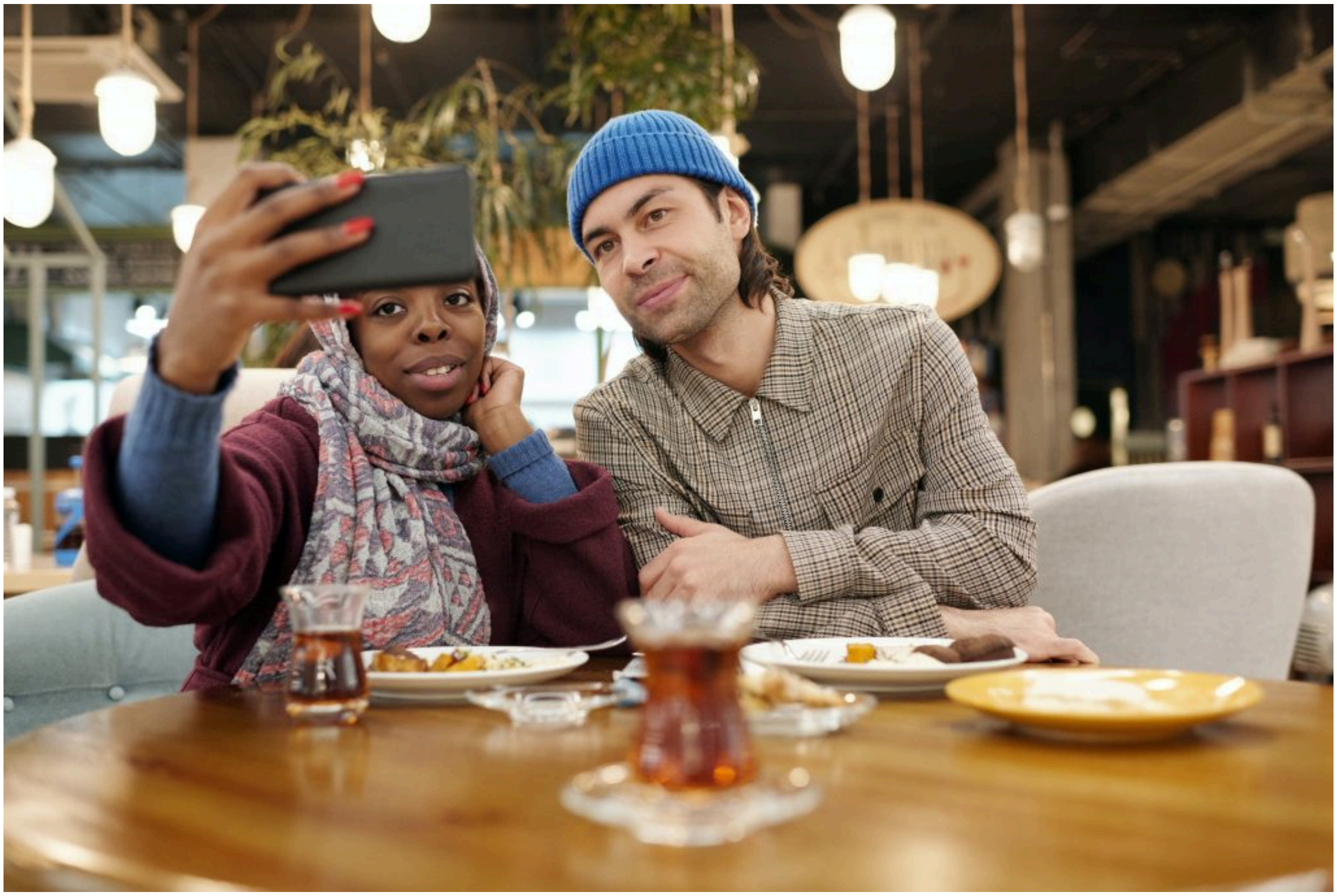


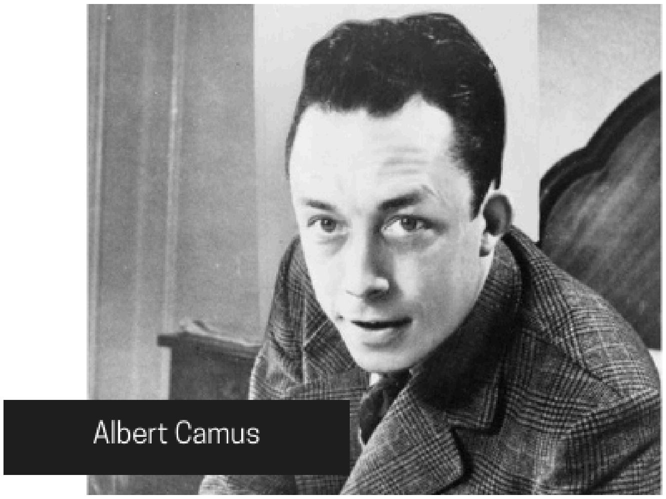
Photo by Jack Sparrow, via Pexels

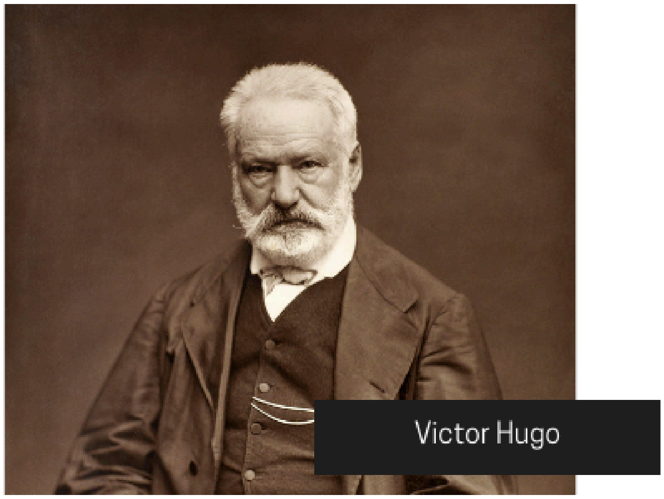
You just went on a blind date and you're very excited! You voice-message a friend on Whatsapp to update them on the date! Use the recording tool below or Vocaroo to describe what they look like. You'll attach your recording to your homework assignment.

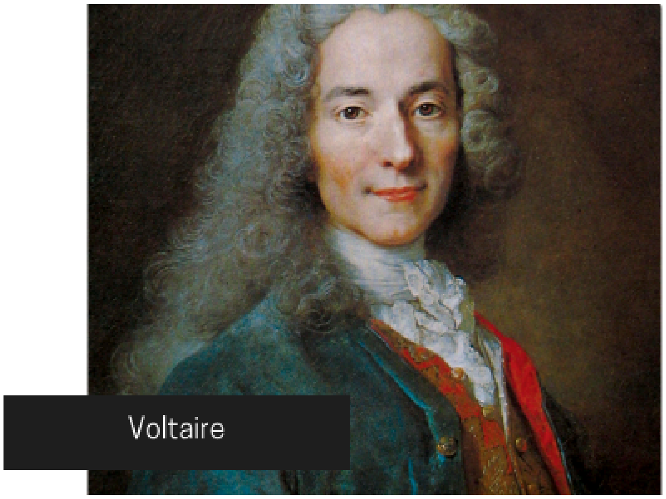
An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=406#h5p-172

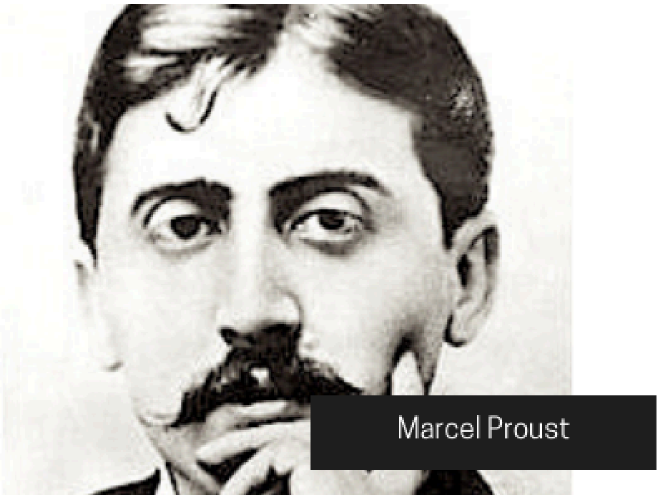
Exercice 7. Les écrivains français.

Complétez les phrases suivantes.


Albert Camus


Victor Hugo


Voltaire


Marcel Proust

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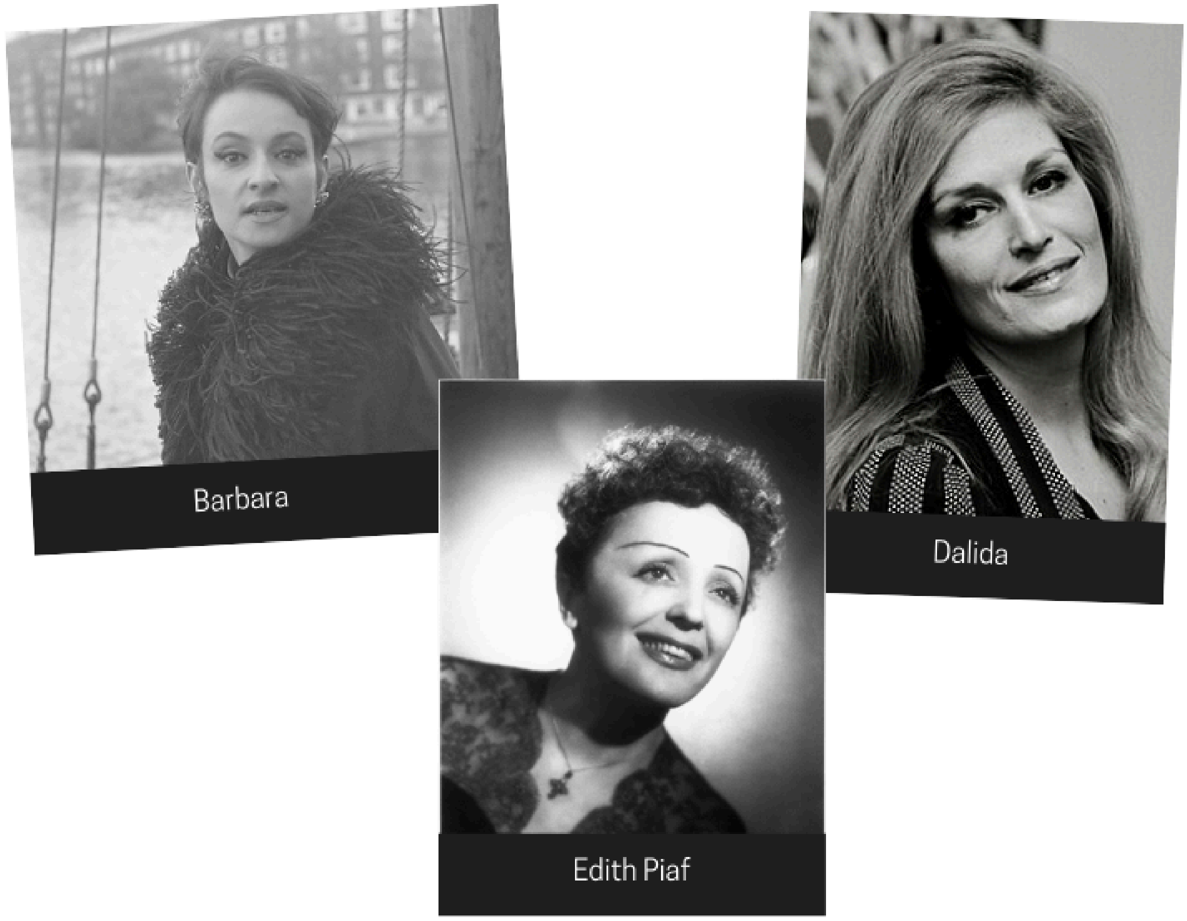
Exercice 8. C'est qui ?

Voici trois chanteuses françaises. Comment sont-elles coiffées?



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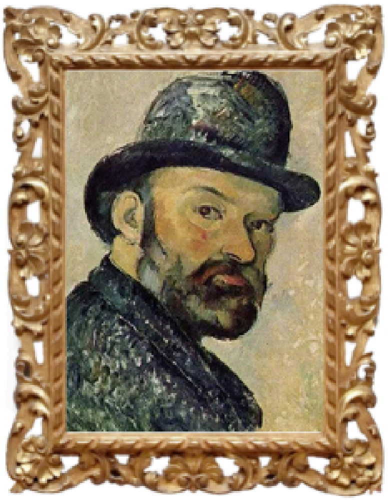
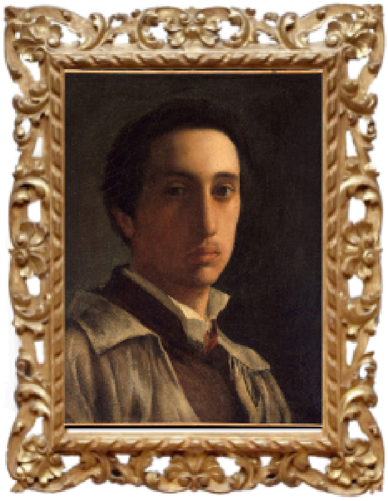
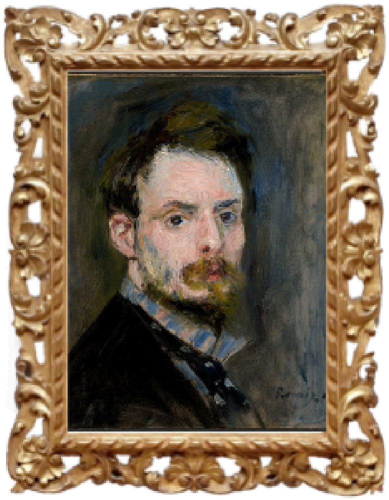
Quelle est la forme des visages de ces artistes français?



Cezanne



Degas



Renoir

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https://boisestate.pressbooks.pub/french101/?p=406#h5p-66

Exercice 9. Allez, les Bleus !

Use the bio below to answer questions. Click the blue check button to verify your responses.

Kylian Mbappé

meilleur jeune footballeur
de la Coupe du Monde 2018
Équipe Paris Saint-Germain
Kylian Mbappé Lottin
Né le 20/12/1998
Taille : 1,78
Poids : 73 kg

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=406#h5p-67

Exercice 10. Trouvez la bonne réponse pour chaque question.

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https://boisestate.pressbooks.pub/french101/?p=406#h5p-69

Exercice 11. Grammaire interactive. Les adjectifs.

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https://boisestate.pressbooks.pub/french101/?p=406#h5p-70

What can you say about the placement of all the adjectives that refer to beauty, age, number, goodness or size (BANGS) ?

Exercice 12. C'est quoi ? / C'est qui ?

Identifiez les endroits et les personnes suivants. Utilisez c'est ou ce sont avec l'adjectif entre les parenthèses. Faites attention à la forme et la position des adjectifs dans vos phrases.

Modèle:
La Loire et le Rhône (fleuve / long) Ce sont de longs fleuves.

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https://boisestate.pressbooks.pub/french101/?p=406#h5p-71

Deuxième Partie: Les personnalités, le vocabulaire

Le
Vocabulaire

Photo by Quang Anh Ha Nguyen

It's time to practice the vocabulary for this section! Below this vocabulary list, you'll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

actif/active	active (m/f)
agréable	pleasant
ambitieux / ambitieuse	ambitious (m & f)
amusant / amusante	funny
arrogant / arrogante	arrogant (m/f)
calme	calm
compétitif / compétitive	competitive (m/f)
créatif / créative	creative (m/f)
curieux / curieuse	curious (m/f)
débrouillard / débrouillarde	resourceful (m/f)
désagréable	unpleasant
drôle	funny
égoïste	selfish
ennuyeux / ennuyeuse	boring
enthousiaste	enthusiastic
être de bonne humeur	to be in a good mood
être de mauvaise humeur	to be in a bad mood
fou / folle	crazy
franc / franche	frank
généreux / généreuse	generous (m/f)
gentil / gentille	nice, kind
heureux / heureuse	happy
honnête	honest
hypocrite	hypocritical
idéaliste	idealistic
incapable	incapable, incompetent
indifférent / indifférente	indifferent
intelligent / intelligente	intelligent
intéressant / intéressante	interesting (m/f)
malhonnête	dishonest
mignon / mignonne	cute (m/f)
naïf / naïve	naive (m/f)
nerveux / nerveuse	nervous (m/f)
optimiste	optimistic
paresseux / paresseuse	lazy (m/f)
patient / patiente	patient (m/f)
pessimiste	pessimistic
prétentieux / prétentieuse	pretentious
réaliste	realistic
réservé / réservée	reserved (m & f)
sensible	sensitive

sérieux / sérieuse	serious (m/f)
sincère	sincere
sociable	sociable
sportif / sportive	athletic
têtu / têtue	stubborn (m/f)
timide	timid, shy
tolérant / tolérante	tolerant (m/f)
travailleur / travailleuse	hard-working (m/f)

Flashcards

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https://boisestate.pressbooks.pub/french101/?p=396#h5p-250

Spelling

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https://boisestate.pressbooks.pub/french101/?p=396#h5p-268

Crossword

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https://boisestate.pressbooks.pub/french101/?p=396#h5p-269

Deuxième Partie: Les personnalités, Explication de grammaire

La
Grammaire

In this section:

- adjectives to describe personality
- irregular adjective patterns
- BANGS – adjective placement
- c'est vs. il/elle/iel est
- la comparaison

adjectives to describe personality

Illustration via freepik.com

le portrait moral (adjectifs)	**psychological description**
actif / active	active
agréable	pleasant
ambitieux / ambitieuse	ambitious
amusant / amusante	funny
arrogant / arrogante	arrogant
calme	calm
compétitif / compétitive	competitive
créatif / créative	creative
curieux / curieuse	curious
débrouillard / débrouillarde	resourceful
désagréable	unpleasant
drôle	funny
égoïste	selfish
ennuyeux / ennuyeuse	boring
enthousiaste	enthusiastic
être de bonne humeur	to be in a good mood
être de mauvaise humeur	to be in a bad mood
fou / folle	crazy
franc / franche	frank
généreux / généreuse	generous
gentil / gentille	kind, nice
heureux / heureuse	happy
honnête	honest
hypocrite	hypocritical
idéaliste	idealistic
incapable	incapable, incompetent
indifférent / indifférente	indifferent
intelligent / intelligente	intelligent
intéressant / intéressante	interesting
malhonnête	dishonest
mignon / mignonne	cute
naïf / naïve	naive
nerveux / nerveuse	nervous
optimiste	optimistic
paresseux / paresseuse	lazy
patient / patiente	patient
pessimiste	pessimistic
prétentieux / prétentieuse	pretentious
réaliste	realistic
réservé / réservée	reserved
sensible	sensitive
sérieux / sérieuse	serious
sincère	sincere
sociable	sociable
sportif / sportive	athletic
têtu / têtue	stubborn
timide	shy, timid
tolérant / tolérante	tolerant
travailleur / travailleuse	hard-working

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One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#video-568-1

irregular adjective patterns

Photo via Unsplash

1. gender
2. number

Regular adjectives are formed by adding an **e** to the masculine form in the singular (content / content**e**), or by adding an **s** to the masculine and feminine forms in the plural (Tex et Edouard sont content**s** / Tammy et Bette sont content**es**). This group of adjectives is by far the most common. There are, however, a number of adjectives which are called irregular, because they do not have the normal **-e**, **-s**, or **-es** endings. The endings of these irregular adjectives vary widely and often change the pronunciation.

gender
Some adjectives are completely irregular:

masculine	feminine	translation
doux	**douce**	soft
faux	**fausse**	false
favori	**favorite**	favorite
frais	**fraîche**	fresh
long	**longue**	long
public	**publique**	public

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-2

Other adjectives can be grouped in categories:

masculine ending	feminine ending	french	english
-el	**-elle**	**cruel • cruelle**	cruel
-eil	**-eille**	**pareil • pareille**	similar
-il	**-ille**	**gentil • gentille**	kind, nice
-on	**-onne**	**mignon • mignonne**	cute
-s	**-sse**	**gros • grosse**	big, fat
-en	**-enne**	**ancien • ancienne**	old
-et	**-ète**	**secret • secrète**	secretive
-er	**-ère**	**cher • chère**	dear, expensive
-eux	**-euse**	**heureux • heureuse**	happy
-eur	**-euse**	**trompeur • trompeuse**	deceptive
-teur	**-trice**	**créateur • créatrice**	creative
-f	**-ve**	**actif • active**	active
-c	**-che**	**franc • franche**	frank
-ou	**-olle**	**fou • folle**	crazy

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-3

Some adjectives have identical masculine and feminine forms. This is generally the case with adjectives ending in **e** in their masculine form and with foreign adjectives like 'snob', 'cool', etc. For example: Tex est un tatou **imaginaire**; Tammy aussi est **imaginaire**. Ils sont **imaginaires**. (Tex is an imaginary armadillo; Tammy too is imaginary. They are imaginary.) Here are a few of these adjectives:

pauvre (poor)
riche (rich)
mince (slim)
propre (clean)
difficile (difficult)
calme (calm)
minuscule (tiny)
ironique (ironic)
sensible (sensitive)
semblable (similar)
ridicule (ridiculous)
imaginaire (imaginary)

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-4

number

The majority of adjectives are regular in the plural; that is, an –**s** is added to the singular masculine or feminine forms. There are two major exceptions to this rule:

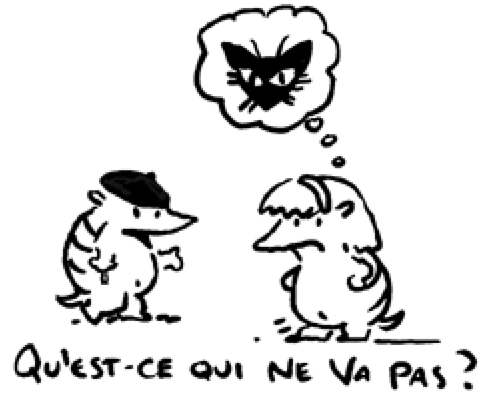
1. Do not add an **s** to the masculine form of adjectives ending in **s** or **x**. The masculine singular and plural forms are thus identical: un animal **heureux** (a happy animal), des animaux **heureux** (happy animals). However, the feminine plural form of these adjectives is regular; it is formed by simply adding an s to the feminine singular form: une fille **heureuse** (a happy girl), des filles **heureuses** (happy girls).
2. Adjectives ending in **al** in the masculine singular form change to **aux** in the masculine plural form.

Tex est un tatou international. Edouard et Tex sont des animaux **internationaux**.	Tex is an international armadillo. Edouard and Tex are international animals.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-5

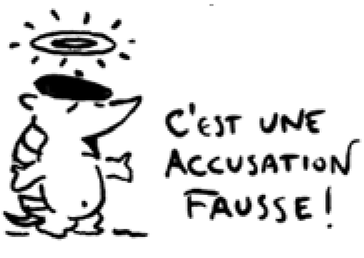
The feminine plural form of these adjectives is regular; it is formed by simply adding an **s** to the feminine singular form: Tex aime lire la presse **internationale**. Tex aime aussi les revues **internationales**. (Tex likes to read international papers. Tex also likes international magazines).

Listen to this dialogue:


QU'EST-CE QUI NE VA PAS ?

Tex: Mais, qu'est-ce qui ne va pas?	Tex: But, what's wrong?
Tammy: C'est encore Bette! Elle n'est jamais **sincère**! Sois **franc** Tex. Tu ne la trouves pas **capricieuse** et **cruelle**?	Tammy: It's Bette again! She is never sincere! Be frank Tex. Don't you find her capricious and cruel?
Tex: Non! Elle est **gentille**! C'est une **bonne** amie! Qu'est-ce qu'elle a fait?	Tex: No! She is nice! She is a good friend! What did she do?
Tammy: Comme tu es **naïf**! Elle me raconte que tu me trouves **ennuyeuse**, que tu es **amoureux** d'une de tes étudiantes. C'est vrai?	Tammy: You are so naive! She tells me that you think I'm boring, that you are in love with one of your students. Is that true?
Tex: Tu es **folle**! C'est une **fausse** accusation!	Tex: You're crazy! It's a false accusation!
Tammy: Hmm … Tu veux que je t'explique? C'est très clair. Elle est **jalouse**! C'est le complot **classique**. Elle essaie de nous séparer, nous des amis si **loyaux**!	Tammy: Hmm … Do you want me to explain? It's very clear. She is jealous! It's the classic plot. She is trying to separate us, such loyal friends!

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-6


C'EST UNE ACCUSATION FAUSSE !

plus d'adjectifs – BANGS

Photo via Pexels

The placement of most adjectives in French is after the noun: un escargot **parlant**, une fourmi **travailleuse**, des tatous intelligents, etc. There is a small group of adjectives, however, that normally precede the noun. These adjectives may be categorized as adjectives of **B**eauty, **A**ge, **N**umbers **G**oodness, and **S**ize (**BANGS**).

autre, other	**beau (belle)**, beautiful	**bon (bonne)**, good
grand (grande), tall, big	**gros (grosse)**, big, fat	**jeune**, young
joli (jolie), pretty	**mauvais (mauvaise)**, bad	**nouveau (nouvelle)**, new
petit (petite), little	**vieux (vieille)**, old	
ordinal numbers:		
premier (première), first	**deuxième**, second	**troisième**, third, etc.

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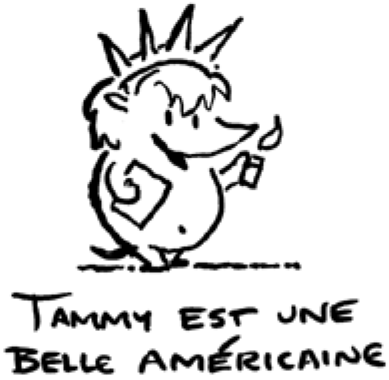
TAMMY EST UNE BELLE AMÉRICAINE

Tammy est une **belle** Américaine. C'est aussi une **bonne** amie. C'est une **petite** tatou.	Tammy is a beautiful American woman. She is also a good friend. Tammy is a little armadillo.
Trey est le **jeune** frère de Tex. C'est le **troisième** enfant de la famille.	Trey is Tex's young brother. He is the third child in the family.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-8

beau, nouveau, vieux

Beau, nouveau, and **vieux** have irregular forms. Note the special forms in the masculine singular when they precede a word that begins with a vowel or a silent **h**.

masculine singular	masculine before vowel	feminine singular	masculine plural	feminine plural
beau	bel	belle	beaux	belles
nouveau	nouvel	nouvelle	nouveaux	nouvelles
vieux	vieil	vieille	vieux	vieilles

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-9

The adjectives which precede the noun must agree in number and gender with the noun they modify (see the regular rule for adjective formation). Be aware that changing the position of some adjectives may change their meaning. Listen to this dialogue:

Tex et Tammy regardent le **nouvel** album de famille de Rita.	Tex and Tammy are looking at Rita's new family album.
Tammy: Qui est cette **belle** femme?	Tammy: Who is that beautiful woman?
Rita: C'est notre mère.	Rita: That's our mother.
Tammy: Et qui sont ces **autres** personnes?	Tammy: And who are these other people?
Rita: Le **vieil** homme, c'est Paw-Paw Louis. Et puis, à côté, c'est moi.	Rita: The old man, that's Paw-Paw Louis. And then, next to him, that's me.
Tex: Et ce **petit** bébé, qui est-ce? Comme il est laid!	Tex: And the little baby, who is it? Boy is he ugly!
Rita: C'est toi, Tex. C'est la **première** photo de toi.	Rita: That's you, Tex. It's the first picture of you.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-10

c’est vs. il/elle est

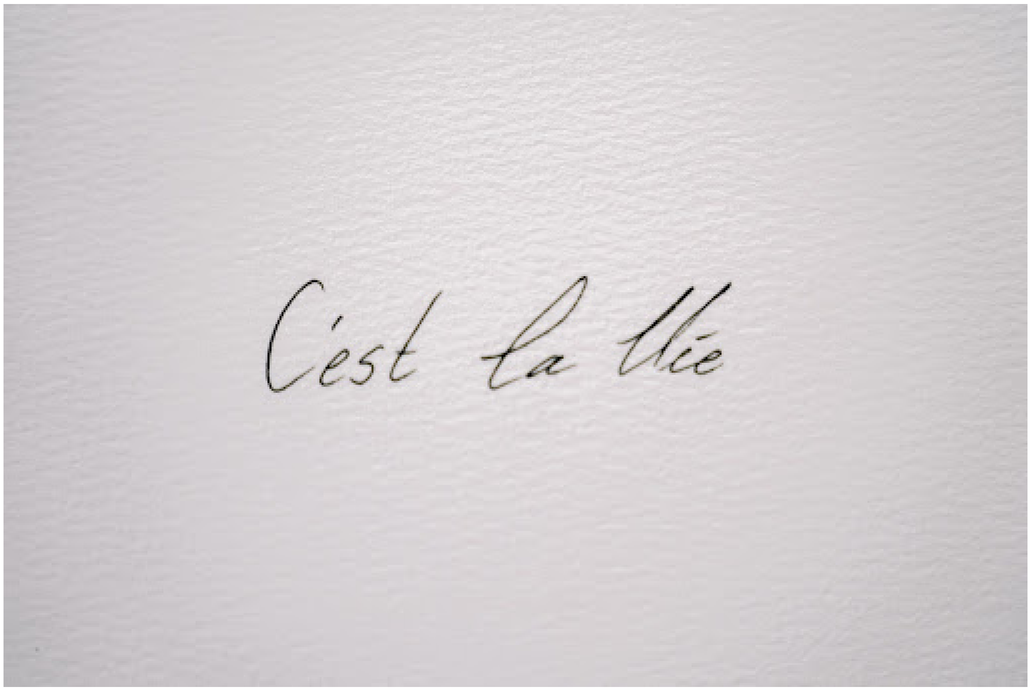

Photo via Pexels

1. c’est/ce sont
    2. il/elle est / ils/elles sont

To describe and introduce things or people in French, two common phrases are used: **c’est** and **il/elle/iel est**. The plural forms are **ce sont** and **ils/elles/iels sont**.

The choice between **c’est** and **il / elle/iel est** is not always easy, but there are basic principles which can guide you in the choice. A rule of thumb is that **c’est** or **ce sont** are followed by a determined noun (‘le tatou’, ‘une Américaine’, ‘mes livres’). Remember that nouns in French are preceded by a determiner. **Il/elle/iel est** and **ils/elles/iels sont** are followed by an adjective (‘content’, ‘sympathique’).

c’est/ce sont

C’est and **ce sont** are followed by the following:

+ noun, including modified nouns	Tex? **C'est** un tatou. **C'est** un Américain. **C'est** un petit tatou bilingue. Tammy et Tex? Non, **ce ne sont pas** des chats! **Ce sont** des tatous.	Tex? He's an armadillo. He is an American. He is a small bilingual armadillo. Tammy and Tex? No they are not cats! They are armadillos.
+ proper noun	**C'est** Tex.	It's Tex.
+ disjunctive pronoun	Tammy: Allô Tex? **C'est** moi. Tex: Qui est-ce? Ah, **c'est** toi Tammy!	Tammy: Hello Tex? It's me. Tex: Who is this? Oh, it's you Tammy!
+ dates	Tex: Mon anniversaire? **C'est** le quatorze juillet. **C'est** jeudi prochain!	Tex: My birthday? It's July 14th. It's next Thursday!
+ an infinitive as subject	Tex: Vivre, **c'est** parler français.	Tex: To live is to speak French!
+ adjective for non-specific referents	Tex: Ah c'est chouette! **C'est** incroyable!	Tex: Oh, that's neat! That's unbelievable.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-11

il/elle/iel est/ils/elles/iels sont

Use **il/elle/iel est** or **ils/elles/iels sont** to introduce the following:

+ adjective alone	Tex? **Il est** arrogant! **Il n'est** pas français. **Il est** américain. Tammy? **Elle est** gentille.	Tex? He is arrogant! He isn't French. He is American. Tammy? She is nice.
+ nationality, occupation, religion (used as adjectives in French)	Tex? **Il est** poète. Trey? **Il est** musicien. Tammy? **Elle est** étudiante.	Tex? He is a poet. Trey? He is a musician. Tammy? She is a student.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-12

Remember that **il(s)**, **elle(s), and iel(s)** refer to a specific person or thing. **Ce** does not refer to a specific person or thing; it is usually translated as **that**.

Il est stupide. (**He**'s stupid.)	**C'est** stupide. (**That**'s stupid.)

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des comparaisons

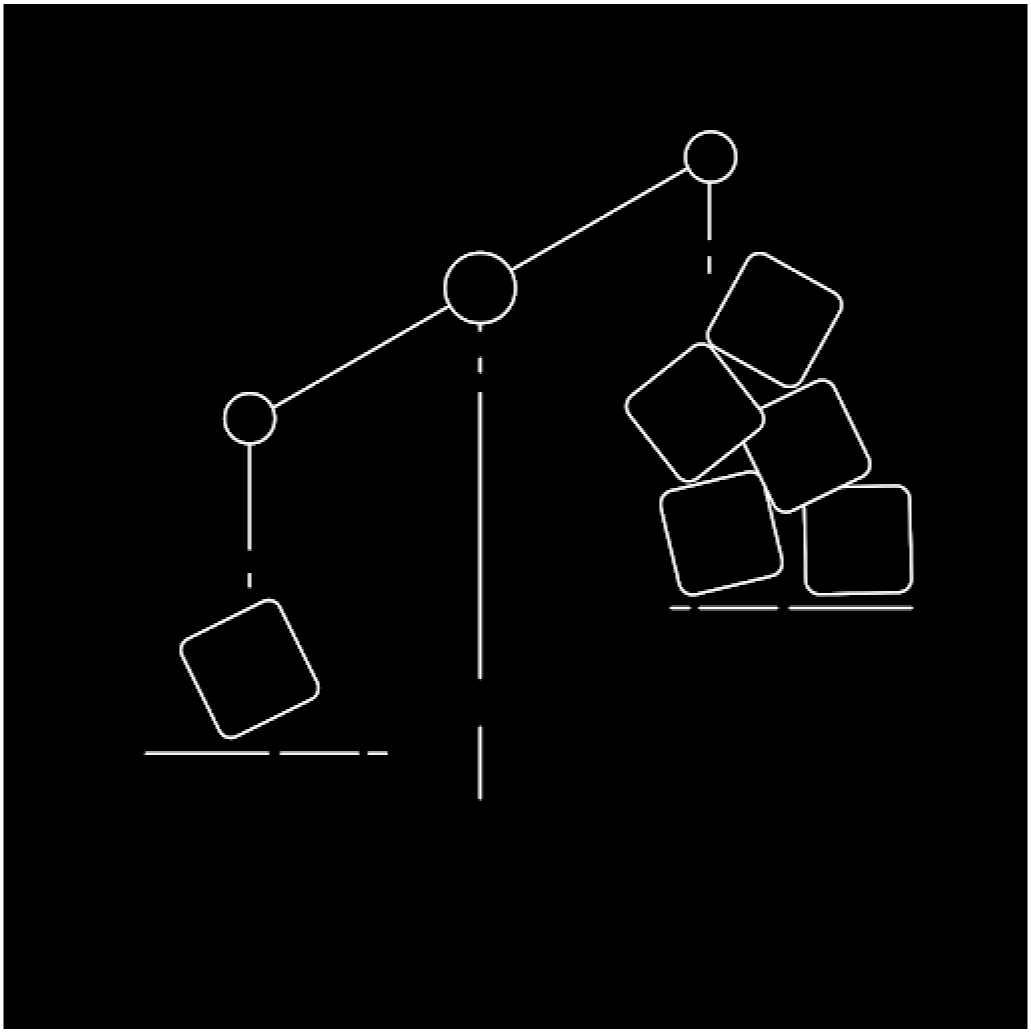

Illustration via Pixabay

comparative adjectives indicating more or less

Adjectives are frequently used to compare things, people, events, ideas etc. **Plus** … **que** conveys the idea of 'more … than', **moins** … **que** the idea of 'less than.'

Tex est **plus** intelligent **que** Joe-Bob.	Tex is more intelligent than Joe-Bob.
Mais Joe-Bob est **moins** prétentieux **que** Tex.	But Joe-Bob is less pretentious than Tex.
Bien sûr, il est **plus** difficile d'être poète **que** d'être écureuil!	Of course, it is more difficult to be a poet than to be a squirrel.

♫ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-14*

comparative adjectives indicating similarity or equality

Aussi … **que** conveys the idea of 'as … as'.

Fiona est **aussi** belle **que** Tammy. Mais elles ne sont pas **aussi** séduisantes **que** Bette.	Fiona is as beautiful as Tammy. But they are not as seductive as Bette.

♫ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-15*

irregular adjectives

The adjectives **bon** and **mauvais** have irregular forms of comparison, **meilleur** and **pire**. However, the regular form **plus mauvais que** has become commonly accepted. Note that this irregularity is found in English too with 'better' (not *gooder) and 'worse' (not *badder).

D'après Tex, Tammy est un bon parti. Mais Bette pense qu'elle serait un **meilleur** parti **que** Tammy.	According to Tex, Tammy is a good match. But Bette thinks she would be a better match than Tammy.
Mais il est évident que le caractère de Bette est **plus mauvais que** celui de Tammy.	But it is obvious that Bette's personality is worse than Tammy's.

♫ *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=568#audio-568-16*

Listen to this dialogue:

Bette: Tex, as-tu jamais vu une fille **aussi jolie que** moi?	Bette: Tex, have you ever seen a girl as pretty as I am?
Tex philosophe: Euh! La beauté physique est **moins importante que** la beauté de l'âme. Voyons Bette, je n'ai pas le temps de penser à des choses **aussi triviales que** celles-ci …	Tex the philosopher: Ah! Physical beauty is less important than the beauty of the soul. Look Bette, I do not have time to think about things as trivial as that …
Bette: D'accord, d'accord, mais je suis **moins bête** et **plus sexy que** Tammy, non?	Bette: Ok, ok, but I am less stupid and more sexy than Tammy, don't you think?
Tex: Être ou ne pas être, là est la question …	Tex: To be or not to be, that is the question …

Deuxième Partie: Les personnalités, les exercices

Les
Exercices

Exercice 1. Fill in the Blanks

Give the correct form of the adjective indicated in parentheses.

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=441#h5p-72

Exercice 2. Personality Adjectives

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=441#h5p-74

Exercice 3. C'est vs il/elle est

Complétez les phrases suivantes avec c'est, il/elle est, ce sont, ou ils/elles sont.

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Exercice 4. Qui est-ce ?

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Exercice 5. Traduction

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Exercice 6. La grammaire

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Click here to download an editable version of the worksheet for this activity.

Troisième Partie: La routine quotidienne, le vocabulaire

Le
Vocabulaire

Photo by EKATERINA BOLOVTSOVA

It’s time to practice the vocabulary for this section! Below this vocabulary list, you’ll find interactive flashcards, spelling practice, and a crossword puzzle to test your knowledge.

se réveiller	to wake up
se lever	to get up
verbes pronominaux	pronomianl verbs
se laver	to wash (oneself)
s'habiller	to dress (oneself)
se brosser les dents	to brush your teeth
se brosser les cheveux	to brush your hair
se maquiller	to put on make-up
se raser	to shave
se coucher	to go to bed
s'amuser	to have fun
s'ennuyer	to be bored
se dépêcher	to hurry
se promener	to take a walk
se reposer	to rest
se fâcher	to get angry

Flashcards

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://boisestate.pressbooks.pub/french101/?p=399#h5p-251

Spelling

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https://boisestate.pressbooks.pub/french101/?p=399#h5p-270

Crossword

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https://boisestate.pressbooks.pub/french101/?p=399#h5p-271

Troisième Partie: La routine quotidienne, Explication de grammaire

La
Grammaire

In this section:

- **des verbes pronominaux**

des verbes pronominaux / pronomial verbs

Photo via Freepik

A pronominal verb is a verb that is accompanied by a reflexive pronoun. Pronominal verbs fall into three major classes based on their meaning: reflexive, idiomatic, and reciprocal. You have probably already seen the pronominal verb s'appeler (Comment t'appelles-tu? What is your name?). To conjugate pronominal verbs in the present tense, you need to pay attention to both the pronoun and the verb form. Listen carefully to the conjugation of the following pronominal verb. The verb is conjugated normally (here an -er verb) with addition of the reflexive pronouns me, te, se, nous, vous, se.

se raser 'to shave oneself'	
je **me** **rase**	nous **nous** **rasons**
tu **te** **rases**	vous **vous** **rasez**
il/elle/iel/on **se** **rase**	ils/elles/iels **se** **rasent**

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reflexive verbs

Pronominal verbs often express reflexive actions, that is, the subject performs the action on itself. If the subject performs the action on someone else, the verb is not reflexive. Here is a list of common reflexive verbs:

s'asseoir, to sit (down)
s'appeler, to be called
s'arrêter, to stop
se brosser, to brush
se coucher, to go to bed
s'habiller, to get dressed
se laver, to wash
se lever, to get up
se promener, to take a walk
se réveiller, to wake up

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=884#audio-884-2

Compare the difference in meaning between **se raser** and **raser** in the following sentences. Note that English does not usually indicate reflexive meaning explicitly since it can be inferred from the context. However, if reflexive meaning is intended in French, then it must be explicitly stated by using a reflexive pronoun.

Est-ce que Tex **se rase**? Mais non, Tex, c'est un tatou. Il n'a pas de cheveux.	Does Tex shave? Why no, Tex is an armadillo. He has no hair.
Qu'est-ce qu'il fait, Tex, avec le rasoir? Il **rase** Joe-Bob pour l'été.	What's Tex doing with the razor? He's shaving Joe-Bob for the summer.

One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=884#audio-884-3

To negate pronominal verbs, place the **ne** before the reflexive pronoun and the **pas** after the verb. When used with an auxiliary verb such as aimer (to like), the infinitive of a pronominal verb agrees with its subject. When pronominal verbs are used with parts of the body, they take the definite article (le, la, les) rather than the possessive article as in English: **Tex se lave les mains**. (Tex washes his hands.)

Joe Bob: Edouard, est-ce que tu **te rases**?	Joe Bob: Edouard, do you shave?
Edouard: Non, **je ne me rase pas**.	Edouard: No, I don't shave.
Les escargots **ne se rasent pas**. Pourtant, **nous nous lavons le** visage tous les jours.	Snails don't shave. However we do wash our faces every day.
Joe-Bob: Ah, tu as de la chance. Je déteste **me raser**.	

idiomatic verbs

Some pronominal verbs are idiomatic and do not represent reflexive actions per se. **s'amuser** (to have fun) and **se reposer** (to rest) are examples of pronominal verbs with idiomatic meanings. The following list includes common idiomatic pronominal verbs:

s'amuser, to have fun
se dépêcher, to hurry
s'endormir, to fall asleep
s'ennuyer, to be bored
s'entendre, to get along
se fâcher, to get angry
se marier, to get married
se passer, to happen
se reposer, to rest
se sentir, to feel
se souvenir de, to remember
se taire, to be silent
se tromper, to make a mistake
se trouver, to be (situated)

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reciprocal verbs

A third category of pronominal verbs expresses a reciprocal action between more than one person, **s'aimer** or **se parler**, for example. The English equivalent often uses the phrase 'each other' to represent this reciprocal action. Here is a list of common reciprocal verbs:

s'aimer, to love each other

se détester, to hate each other

se disputer, to argue

s'embrasser, to kiss

se parler, to talk to each other

se quitter, to leave each other

se regarder, to look at each other

se retrouver, to meet each other

se téléphoner, to telephone each other

🎵 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://boisestate.pressbooks.pub/french101/?p=884#audio-884-5*

To form the imperative of pronominal verbs, drop the subject pronoun and then attach the reflexive pronoun with a hyphen to the right side of the verb. The reflexive pronoun te becomes toi when used in the imperative. **Dépêche-toi**! Hurry up!, **Souvenons-nous**. Let's remember., **Amusez-vous**! Have fun!

Tammy décrit ses rapports avec Tex.	Tammy describes her relationship with Tex.
Tammy: Nous **nous entendons** très bien, sauf quand il **se fâche**.	Tammy: Usually we get along very well except when he gets angry.
Il me dit, «Assieds-toi et tais-toi, ma petite.»	He tells me "Sit down and shut up, little one!"
Mais nous **nous aimons** même si nous **nous disputons** un peu.	But we love each other even if we fight a little bit.
Nous allons **nous marier** un jour.	We're going to get married someday.

Troisième Partie: La routine quotidienne, les exercices

Les
Exercices

Exercice 1. Logique or illogique?

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-76

Exercice 2. Vos habitudes?

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-77

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Exercice 3. Les amoureux

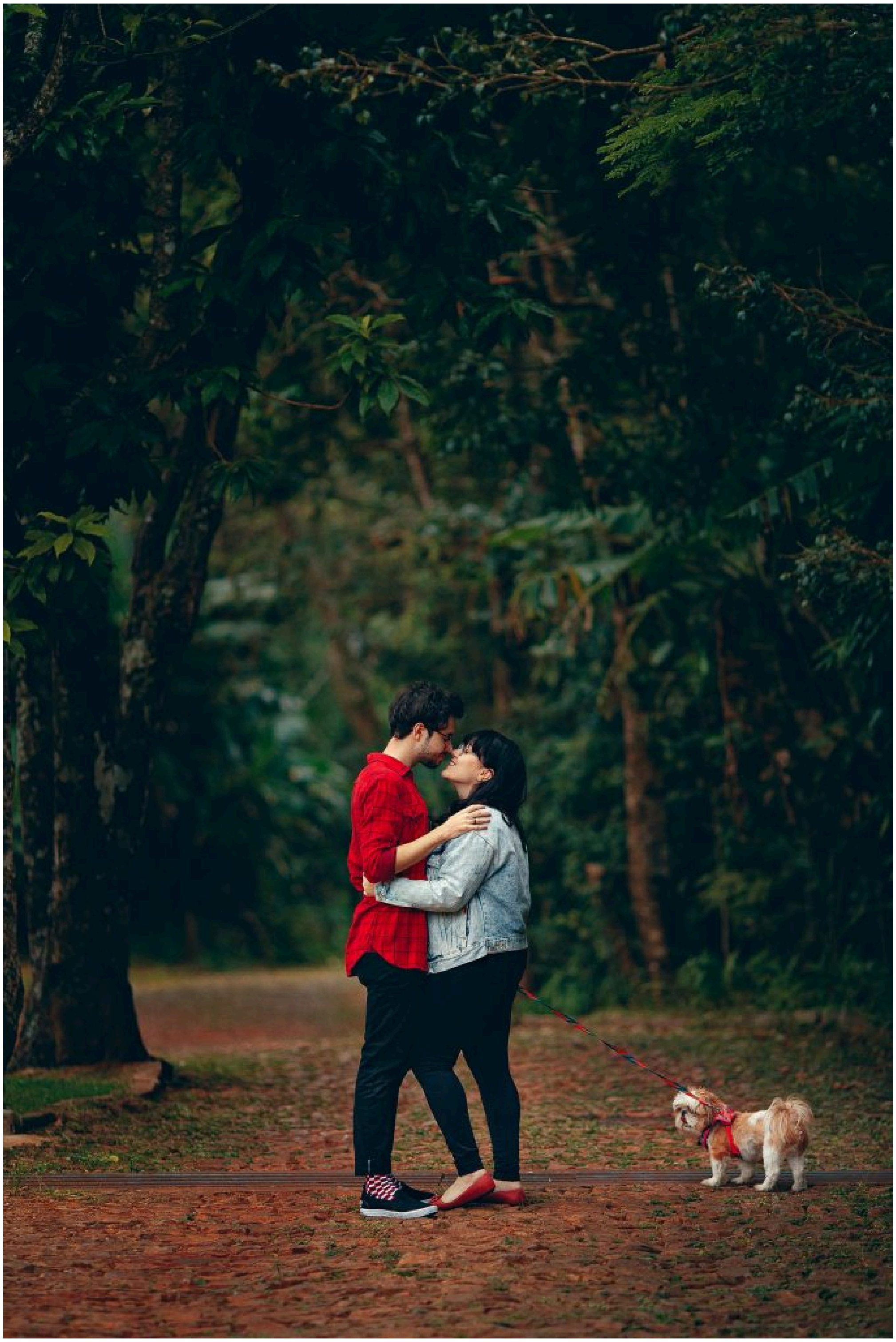

Photo by Helena Lopes

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Exercice 4. Tes habitudes

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Exercice 5. Vous êtes perfectionniste ou fumiste?

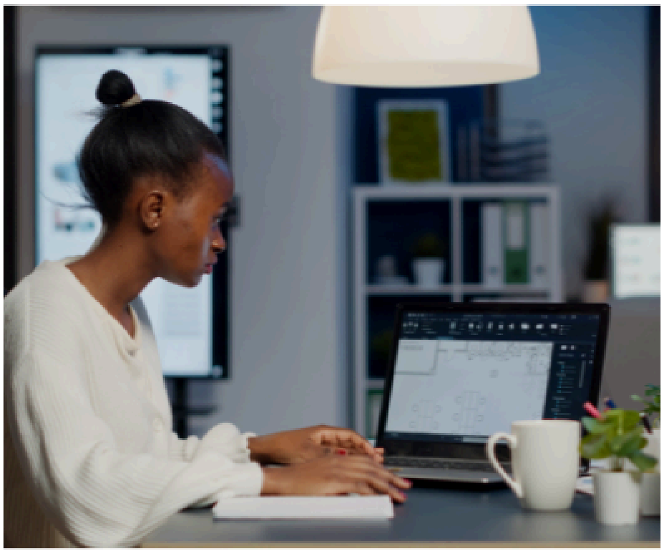
Décidez si les activités suivantes caractérisent quelqu'un qui est perfectionniste ou fumiste.

Perfectionniste

Quelqu'un qui est travailleur et ambitieux, très actif et sérieux, assez compétitif.

Fumiste

Quelqu'un qui est sociable, amusant, pas très sérieux et quelquefois un peu paresseux.



Images from: Freepik.com

	Perfectionniste	Fumiste
1. Il/Elle s'amuse tout le temps avec des amis.	☐	☐
2. Il/Elle se dépêche tout le temps.	☐	☐
3. Il/Elle se réveille à six heures du matin.	☐	☐
4. Il/Elle se lève à midi.	☐	☐
5. Il/Elle écoute de la musique quand il/elle fait des devoirs.	☐	☐
6. Il/Elle ne s'ennuie pas dans un cours de finance.	☐	☐
7. Il/Elle étudie tout le temps.	☐	☐
8. Il/Elle se couche à quatre heures du matin parce que les bars sont fermés (closed).	☐	☐
9. Il/Elle ne se repose jamais!	☐	☐
10. Il/Elle se couche à quatre heures du matin parce qu' il/elle fait des devoirs "extra-credit".	☐	☐

To access an editable version of this activity, please use this link.

Exercice 6. Drag and Drop

Lisez chaque phrase. Faites glisser-poser l'image avec la phrase correspondant. Cliquez la coche bleue en bas pour vérifier vos réponses.

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-81

Exercice 7. Drag and Drop

Écoutez chaque enregistrement. Faites glisser-poser l'image avec l'audio correspondant. Cliquez la coche bleue en bas pour vérifier vos réponses.

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-82

Exercice 8. Fill in the Blanks

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-83

Exercice 9. Ma journée habituelle

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-85

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-171

Exercice 10. Votre journée

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https://boisestate.pressbooks.pub/french101/?p=443#h5p-84

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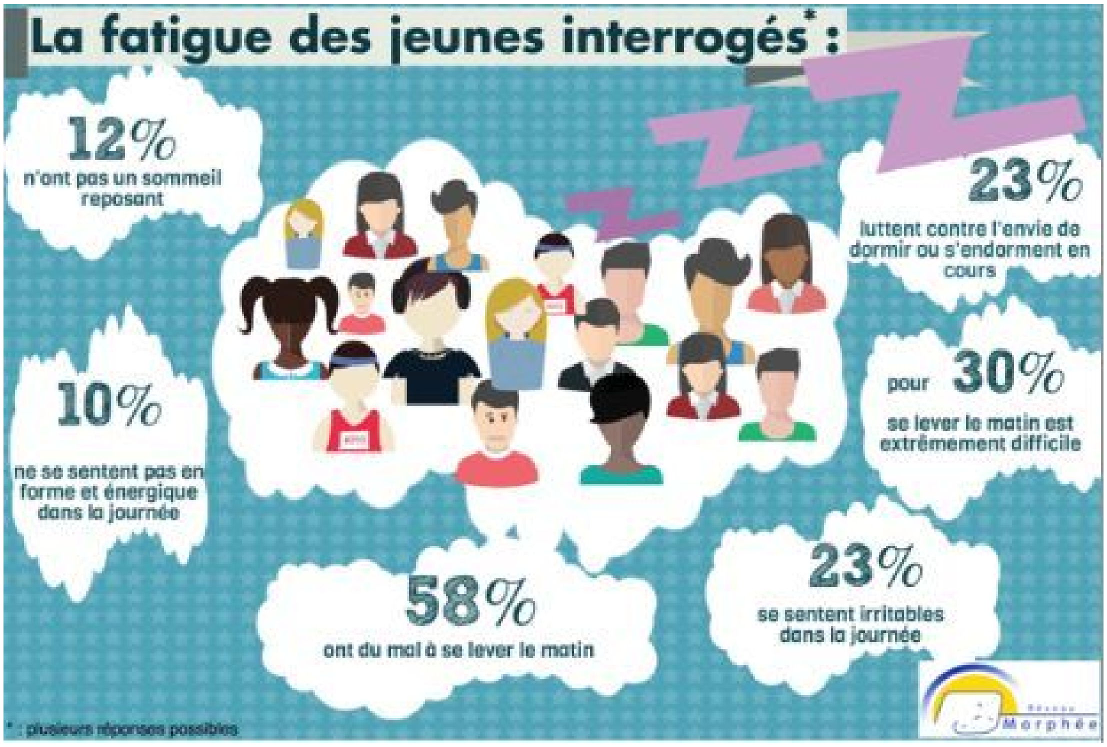
Exercice 11. La fatigue des jeunes interrogés



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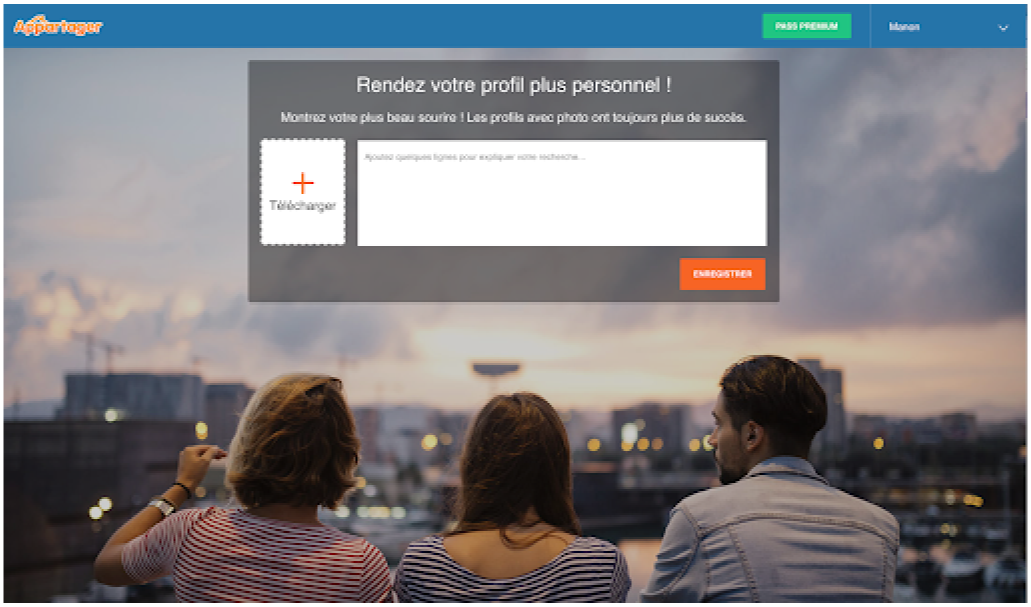
Module 04: Cultural Reflection

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://boisestate.pressbooks.pub/french101/?p=325#h5p-37

Module 04: L’évaluation de la production écrite et l'expression orale



Rendez votre profil plus personnel !

Montrez votre plus beau sourire ! Les profils avec photo ont toujours plus de succès.

Screenshot via Appartager.com

You are looking for a roommate on Appartager.com. First write about your personality and the type of personality you would like your roommate to have. Next, write about what you do during the day. Be sure to include some times that you do certain activities that would be important for a future roommate to know such as the time you wake up and time you go to bed.

Part One:

First, write about your personality and the type of personality you would like your roommate to have. Next, write about what you do during the day. Be sure to include some times that you do certain activities that would be important for a future roommate to know such as the time you wake up and time you go to bed.

Part One, Rubric:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
		Strong	Minimal	
Language Function	You can create with language by combining and recombining known elements successfully into more than memorized sentences.	You use mostly memorized language with some attempts to create original sentences. You can present topics related to basic personal information and some activities.	You use memorized language only, familiar language.	
Text Type	You use simple sentences and some connected sentences.	You use simple sentences and memorized phrases.	You use words, phrases, chunks of language, and lists.	You use isolated words.
Impact	Your writing is clear and organized. You Include an unexpected feature that captures interest and attention of audience.	Your writing is clear and organized.	Your writing is clear and organized.	Your writing may be either unclear or unorganized. You use minimal to no effort to maintain audience's attention.
Comprehensibility	Your writing is generally understood by those accustomed to interacting with non-natives.	Your writing is understood with occasional difficulty.	Your writing is understood, although often with difficulty.	Most of what you write may be unintelligible or only understood with repetition.
Language Control	You are most accurate when producing simple sentences in present tense. Your accuracy decreases as language becomes more complex.	You are most accurate with memorized language, including phrases. Your accuracy decreases when creating and trying to express personal meaning.	Your accuracy is limited to memorized words. Your accuracy may decrease when attempting to communicate beyond the word level.	You have little accuracy even with memorized words.

Part Two:

You will now revise your first draft based on the feedback from your instructor. A classmate has offered to help you in your search by sharing your roommate ad on social media. Create a short, two minute or less video that can be featured on a social media platform such as Instagram or Tik Tok.

You may use one of the following tools to record your biography:

- Adobe Express Video (You can include accompanying visuals with this tool), select the Social Story template.
- Canva (You can include accompanying visuals with this tool), select a free Tik Tok Video or Instagram Reels template.

Record a video using a mobile device, tablet or web camera. (The WLRC has devices available for check out!)

Part Two, Rubric:

Criteria	Exceeds Expectations	Meets	Expectations	Does Not Meet Expectations
		Strong	Minimal	
Language Function	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated communicative tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.
Text Type	Uses simple sentences and some strings of sentences.	Uses simple sentences and memorized phrases.	Uses words, phrases, chunks of language, and lists.	Uses isolated words.
Impact	Presented in a clear and organized manner. Presentation illustrates originality, rich details, and an unexpected feature that captures interest and attention of audience.	Presented in a clear and organized manner. Presentation illustrates originality and features rich details, visuals, and/or organization of the text to maintain audience's attention and/or interest.	Presented in a clear and organized manner. Some effort to maintain audience's attention through visuals, organization of the text, and/or details.	Presentation may be either unclear or unorganized. Minimal to no effort to maintain audience's attention.
Comprehensibility	Is generally understood by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood with occasional difficulty by those accustomed to interacting with non-natives, although repetition or re-phrasing may be required.	Is understood, although often with difficulty, by those accustomed to interacting with non-natives.	Most of what is said may be unintelligible or only understood with repetition.
Language Control	Is most accurate when producing simple sentences in present time. Pronunciation, vocabulary, and syntax are strongly influenced by the native language. Accuracy decreases as language becomes more complex.	Is most accurate with memorized language, including phrases. Accuracy decreases when creating and trying to express personal meaning.	Accuracy is limited to memorized words. Accuracy may decrease when attempting to communicate beyond the word level.	Most of what is said may be unintelligible or only understood with repetition.

Module 04: Allez plus loin